

The bug hotel

GEP2: 2022-2023



[Picture](#) taken by
Rosa M Anguita and Laura Morales (in Terrassa)

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IDENTIFICATION OF THE GEP PROJECT	
TITLE	The bug hotel
STUDENTS' CEFR LEVEL (A1, A2...)	A1
GRADE	5th graders
CONTENT AREA(S)	Science
NUMBER OF SESSIONS (4, 6 OR 9)	6 sessions
TEACHER(S) INVOLVED	Science teacher (Rosa M.) and English teacher (Laura)
KEYWORDS	bugs, insects, seasons, nature, preservation, care



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

OUR PROJECT

INTRODUCTION

(Write what you want to tell the students at the beginning of the teaching sequence. The aim of this introduction is to capture and involve their hearts and their minds. You may want to explain the connections between the project and their lives: home, friends, interests ...; Also what the 'mission' or 'final task' is, its audience, its objective and/or social relevance, why the topic is important, the problem, the context, the challenge... Describe the learning itinerary by describing some of the intermediate tasks. You can also mention the "driving question" if there is one. Try to use learner-convergent / learner-friendly language).

Every Spring, new bugs come to live in our school garden. We can see them fly around, jump, crawl,...we can even see them build their houses. But, where are these bugs during the cold months of the year? Where do they go? What happens to them? With these questions in mind and for the next sessions, we will identify all the bugs that come to our garden, where they live or how they protect themselves. After that, we will investigate and provide them with a special shelter for the next autumn and winter. We will come to agreements working cooperatively and we will create our own bug hotels. In the end, to share our creations and the steps followed, we will make our products public showing our collaborative padlets and create videos to post on our school website, in order to show our projects to our school community, families and even other schools and neighbors.

DRIVING QUESTION

How can we protect bugs during the cold months of the year?

FINAL PRODUCT

Create bug hotels in the school garden, in order to protect "our little neighbors" during the autumn and winter months, since all bugs are important.



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LESSON PLANNING

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
<p>Especifica les àrees/matèries que treballa el teu projecte</p>	<p>Prioritza'n entre 3-5 (extretes del nou currículum) Copia i enganxa del nou currículum. Subratlla la part rellevant de la competència d'acord amb el que treballaràs al projecte.</p>	<p>Prioritza entre 3-5 sabers (extretes del nou currículum) Copia i enganxa'ls (del nou currículum.) i subratlla la part rellevant d'acord amb el que treballaràs al projecte.</p>	<p>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).</p>	<p>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</p>
<p>Llengua estrangera</p>	<p>Competència específica 2</p> <p><u>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, formar-se una opinió i eixamplar les possibilitats de gaudi i lleure.</u></p> <p>Competència específica 3</p> <p><u>Produir textos orals i multimodals amb coherència, claredat i registre adequats, atenent les convencions pròpies dels</u></p>	<p>- Bloc: Comunicació oral</p> <p>- Saber:</p> <p>-Ús de la llengua estrangera a l'aula amb autoconfiança progressiva.</p> <p>-Acceptació de l'error com a part integrant del procés de millora.</p> <p>- Comprensió de textos orals en diferents contextos: activitats d'aula, situacions d'aprenentatge en qualsevol àrea, en la vida quotidiana i en mitjans de comunicació.</p> <p>-Aplicació d'estratègies d'identificació i interpretació del sentit global, la informació rellevant, la integració de la informació</p>	<p>Students will be able to ...</p> <p><u>1. Identify all the bugs that can be seen in our school garden. (remember)</u></p> <p><u>2. Interpret, exemplify and classify by categorizing the bugs seen and the possible bugs that can be seen, focusing on the word insect and the main characteristics. (understand)</u></p> <p><u>3. Extrapolate and predict the benefits of building a</u></p>	<p><u>1.1. They can identify the bugs they can see in our garden (or have seen) and recall the definition of what a bug is.</u> Assessment tool: Checklist - Jamboard Curriculum criteria: Llengua estrangera, Coneixement del medi natural (English and Science) i Educació Artística, visual i plàstica (Art).</p> <p><u>2.1. Classify the list of bugs and exemplify this categorization, paying attention to the bugs in our school.</u> Assessment tool: Collaborative (in groups) visual thinking Curriculum criteria: Llengua estrangera, Coneixement del medi natural (English and Science) i Educació Artística, visual i plàstica (Art).</p> <p><u>3.1. Be able to understand a specific information, extrapolate the main points of it, in order to build a bug</u></p>



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<p><u>diferents gèneres discursius, i participar en interaccions orals variades, amb autonomia, per expressar idees, sentiments i conceptes, construir coneixement i establir vincles personals.</u></p> <p>Competència específica 4</p> <p><u>Comprendre i interpretar textos escrits i multimodals, reconeixent 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.</u></p> <p>Competència específica 5</p> <p><u>Produir textos escrits i multimodals amb adequació, coherència i cohesió, aplicant estratègies elementals de planificació, redacció, revisió, correcció i edició, amb regulació dels iguals i autoregulació progressivament autònoma i atenent les convencions pròpies del gènere discursiu triat, per construir coneixement i donar resposta de manera informada, eficaç i creativa a demandes comunicatives concretes.</u></p> <p>Competència específica 6</p> <p><u>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</u></p>	<p>explícita i la realització d'inferències per superar el sentit literal de textos socials orals i multimodals.</p> <ul style="list-style-type: none"> - Aplicació d'estratègies d'interpretació i ús d'elements bàsics de la comunicació no verbal en les situacions comunicatives. <p>Bloc: Comprensió lectora</p> <p>Saber</p> <ul style="list-style-type: none"> - Lectura en veu alta amb entonació i ritme fluid, amb preparació prèvia. - Aplicació d'estratègies de comprensió lectora abans, durant i després de la lectura (planificació, anticipació, inferències...), en fonts documentals diverses de forma progressivament autònoma. <p>Bloc: Expressió escrita</p> <p>Saber</p> <ul style="list-style-type: none"> - Aplicació d'estratègies elementals, individuals o grupals, de planificació, redacció, revisió i edició de textos escrits i multimodals de tipus divers, amb diferents propòsits comunicatius de forma autònoma. - Presentació acurada i aplicació de les normes ortogràfiques bàsiques de les produccions escrites en qualsevol suport. <p>Bloc: Alfabetització informacional</p>	<p><u>bug hotel (understand)</u></p> <p><u>4.Implement the knowledge and carry out a research (apply). Select the best materials, find coherence in their own creations and differentiate the needs and preferences of every bug. (analyze)</u></p> <p><u>5.Hypothesize, plan and create our bug hotels (create)</u></p> <p><u>6.Check and judge our creations and the others' creations. (evaluate)</u></p>	<p><u>successful bug hotel.</u> Assessment tool: Rubric and Checklist Curriculum criteria: Llengua estrangera, Coneixement del medi natural (English and Science) i Educació Artística, visual i plàstica (Art).</p> <p><u>4.1.Plan cooperatively their own bug hotels planning in advance what it's best for every bug.</u> Assessment tool: Checklist and Rubrics Curriculum criteria: Llengua estrangera, Coneixement del medi natural (English and Science) i Educació Artística, visual i plàstica (Art).</p> <p><u>5.1.Use hypotheses to create their own bug hotels.</u> Assessment tool: Kahoot and Checklist Curriculum criteria: Llengua estrangera, Coneixement del medi natural (English and Science) i Educació Artística, visual i plàstica (Art).</p> <p><u>6.1.Self-assess and co-assess their own and the others' creations and work.</u> Assessment tool: Self-assessment (Mentimeter) and peer-assessment rubrics Curriculum criteria: Llengua estrangera, Coneixement del medi natural (English and Science) i Educació Artística, visual i plàstica (Art).</p>
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	<p><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.</i></p>	<p>Saber</p> <p>- Aplicació d'estratègies de recerca d'informació en fonts documentals variades i amb diferents suports i formats, reconeixent l'autoria i aplicant criteris de fiabilitat, de forma progressivament autònoma.</p> <p>-Utilització de la biblioteca i els recursos digitals de l'aula o del centre, de forma autònoma, per dur a terme treballs d'investigació.</p> <p>Bloc: Reflexió sobre la llengua</p> <p>Saber</p> <p>-Formulació i comprovació d'hipòtesis (substitució, inserció, supressió, canvi d'ordre, manipulació) i establiment de generalitzacions sobre normes ortogràfiques i gramaticals bàsiques, amb especial atenció a les diverses unitats comunicatives en les diferents produccions.</p>		
<p>CONEIXEMENT DEL MEDI NATURAL, SOCIAL I CULTURAL</p>	<p>Competència específica 1</p> <p><u>Seleccionar i utilitzar dispositius i recursos digitals de forma responsable i eficient per tal de buscar informació, comunicar-se i treballar col·laborativament i en xarxa i per crear continguts segons les necessitats digitals del context.</u></p>	<p>- Bloc: Cultura científica</p> <p>- Saber:</p> <p>-Iniciació a l'activitat científica</p> <p>- 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,</p>		



<p>Competència específica 2</p> <p><u>Plantejar-se preguntes sobre el món, aplicant les diferents formes de raonament i mètodes del pensament científic, per interpretar, respondre i predir els fets i fenòmens del medi natural, social i cultural i per prendre decisions creatives i decidir actuacions ètiques i socialment sostenibles.</u></p> <p>Competència específica 3</p> <p><u>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.</u></p> <p>Competència específica 5</p> <p><u>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.</u></p> <p>Competència específica 6</p> <p><u>Analitzar críticament les causes i conseqüències de la intervenció humana en l'entorn integrant els vessants social,</u></p>	<p><i>comunicació dels resultats...) adequades a les necessitats de la investigació.</i></p> <ul style="list-style-type: none"> - <i>Construcció i ús del vocabulari científic relacionat amb les diferents investigacions i temàtiques estudiades.</i> <p>Bloc: La vida al nostre planeta</p> <p>Saber:</p> <ul style="list-style-type: none"> - <i>Estudi del cicle de la matèria i del flux d'energia en els ecosistemes, reconeixement de les xarxes de relacions entre productors, herbívors, carnívors i descomponedors, per comprendre les dinàmiques de les poblacions.</i> <p>Bloc: Tecnologia i digitalització</p> <p>Saber:</p> <ul style="list-style-type: none"> - <i>Selecció i utilització de dispositius i de recursos digitals d'acord amb les necessitats del context educatiu.</i> - <i>Aplicació d'estratègies avançades per a la planificació i la cerca d'informació (processos de millora de cerca, operadors lògics...) fent valoració, discriminació, selecció i organització de les informacions més segures, eficients i respectuoses amb la propietat intel·lectual.</i> - <i>Utilització d'estratègies de resolució de problemes en situacions d'incertesa: adaptació i canvi d'estratègia quan calgui, valoració de l'error propi i dels altres com a oportunitat d'aprenentatge en el desenvolupament cooperatiu del projecte.</i> 		
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	<p><i>econòmic, cultural, tecnològic i ambiental definits en els objectius de desenvolupament sostenible, per tal de promoure la capacitat d'afrontar els problemes, aportar solucions i actuar de manera individual i col·laborativa en la seva resolució, posant en pràctica hàbits de vida i de consum responsable i sostenible.</i></p>	<p>Bloc: Societats i territoris</p> <p>Saber:</p> <ul style="list-style-type: none"> - Anàlisi de la Terra com a sistema, relacionant els elements que la conformen, les interaccions entre aquests i els canvis que provoquen en la vida quotidiana i en l'entorn. - Valoració del patrimoni natural i cultural com un bé i un recurs per fer-ne ús des de la cura i la seva conservació. <p>Bloc: Consciència ecosocial</p> <p>Saber:</p> <ul style="list-style-type: none"> - Anàlisi de la petjada ecològica en diferents parts el món i interpretació de les interrelacions entre les persones, l'economia i la natura amb criteri d'ecodependència. - Valoració d'actuacions que contribueixen a la consecució dels objectius de desenvolupament sostenible en l'orientació que donem al nostre estil de vida. 		
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CONTENT (KNOWLEDGE AND SKILLS) <i>To complete this project, we will cover the following content</i>	
CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<p>Bugs life processes and cycles.</p> <p>Invertebrates habitats and seasons.</p> <p>The importance of the preservation of bugs and insects.</p> <p>The best selection of materials and designs for a bug hotel.</p>	<p>Analyzing the different needs every bug has.</p> <p>Defining the materials and designs before planning a bug hotel.</p> <p>Reviewing every step before creating a final product.</p> <p>Designing a final product and redesigning it if necessary.</p> <p>Explaining and sharing their knowledge, investigations, ideas, opinions and needs.</p> <p>Creating a final product following the planned steps taking into account every bug and the importance of preserving every single element in nature.</p>



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

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*

INDISPENSABLE LANGUAGE ITEMS

VOCABULARY AND GRAMMAR

- VOCABULARY:
 - Arthropods features. Bugs, insects, ant, bee, beetle, butterfly, dragonfly, firefly, fly, grasshopper, ladybird, praying mantis, metamorphosis, larva pupa, chrysalis, oviparous animals, lay eggs.
 - Engineering the hotel: materials (bamboo cane, plastic, recycled glass, tree bark, pine cone, corrugated cardboard, bore wood, dead wood, dry leaves, bricks, cork, straw, recycled batteries) and tools (nails, screws).
- ABILITY VERBS: walk, fly, run, crawl, swim, design, draw, cut, find, create.
- SPECIFIC VOCABULARY ABOUT ANIMAL PARTS: exoskeleton, tail, wings, rings, skin
- SPECIFIC VOCABULARY REGARDING MATERIALS: sticks, straw, bricks, wood
- GRAMMAR: Can (affirmative/negative/interrogative), Why and because, have got (affirmative/negative/interrogative). Present Tense for descriptions. Imperative for instructions and Conditionals for comparisons and hypotheses.
- CONNECTORS: first, second, after that, next, then, finally.



- Adverbs of frequency: sparingly, sometimes, often, usually and always.

DISCOURSE GENRE

DESCRIPTIVE, ARGUMENTATIVE, CONVERSATIONAL

INTERACTIONAL LANGUAGE

- DISCUSSION STARTERS: Well, Now, Let me see...
- EXPRESSING OPINION: I think that/I feel that/In my opinion/As far as I can see/I'm pretty sure that/In my view/From my point of view...
- ORDERING: First/Second/To begin with/Next/Finally...
- EXPANDING A SUBJECT: What's more/I would like to add that/Furthermore/For this reason...
- CONCLUDING: Going back to/Summing up/In short/In a nutshell...
- EXPRESSING DOUBTS: I have my doubts about it yet/It depends on you/You haven't convinced me yet
- AGREEING AND DISAGREEING: I couldn't agree more/I'm (not) with you there/ I (don't) see what you mean/ I feel that you are (not) right/ I totally agree (disagree)/ I (don't) agree.

The teacher offers a guidance sentence to help children answer the questions.

The Language Support material we have included allows for various types of assistance to introduce the need of our PBL topic about how hard it is for some insects (that live in cities) to find a place to stay during winter. Something must be done about it, so this is the problem our students are going to work with. We will include



some types of discourse genres as descriptive, argumentative, and conversational and interactional language like expressing opinions, agreements and disagreeing. For these contributions, we will use some substitution tables to help them express their ideas, thoughts, and knowledge about insects.

The main purpose will be to build “a bug hotel” as a solution to protect “our little neighbors” during the cold months. Here, we think it’s important to include not only specific vocabulary about arthropods (larva, pupa, eggs, ...) and their specific features, but also some specific language about the process for engineering the hotel: materials (wood, fur, feathers, leaves, branches, pottery,) tools (nails, screws,). Descriptive language will include academic language as temporal connectors, grammar verbs and names related to actions (Present Tense for descriptions, Imperative for instructions and conditionals for comparisons and hypothesis).

REFERENCES

[LINKED MATERIAL DRIVE FOLDER](#)

Additional Resources:

Module 2: [Cooperative Roles](#)

Module 3:  [Session3_6_Integrating content and language](#)

Module 4: [Sentences Frames for Argumentation](#)

Module 6: [Assessment techniques](#) - [PBL Works](#)

Module 7: [Cooperative learning techniques](#)

CLIL ACTIVITIES BY Liz Dale and Rosie Tanner Cambridge



COMMENTS (OPTIONAL)

*We gather all the stages in a PADLET as an ICT tool and introduce it to support the collaborative students' work.
[The Bug hotel Padlet - Lumen - GEP 22-23](#)*

This [PADLET](#) is uploaded to our Google Classroom platform as our digital Portfolio. Each group of students should fill it with the information they have worked on and finally show and share it in the Activity 5: "Presentation works" before the end of this unit.

It is important to bear in mind that before these 6 planned sessions, the unit of invertebrates has been carried out. So, all the students are familiar with all the common characteristics and the groups of this kind of bugs.

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						
SESSI ON	ACTIVITIES 	TIMING 	SKILLS 	INTERACTIO N 	ICT 	ASSESSMENT 
1	Beginning: “Brainstorming: Bugs in our school and their habitats” Presentation of the final product and the driving question: BUG HOTELS	10’	S - L	T - S	Digital board and projector	
	Middle: “Think - Pair - Share”	30’	S - L - W - I	S-S WG	Google Classroom Padlet	AT: checklist Teacher’s checklist
	Final: Reflection and assessment (Collaborative task: Jamboard)	15’	S - L	T - S WG	Google Classroom	AT: Jamboard SA



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UNIT OVERVIEW						
SESSI ON	ACTIVITIES 	TIMING 	SKILLS 	INTERACTIO N 	ICT 	ASSESSMENT 
2	Beginning: Presenting the objectives of the session ("ODS"/SDG activity)	5'	S - L	T - S	Digital board	
	Middle: Trip to our neighborhood to look for bug hotels nearby	40'	S - L - I	T - S S - S SG/WG		AT: checklist
	Final: Recap on the best materials to be used	15'	S - L - I	SG WG	Google classroom	AT: Quizizz google classroom task: Which materials would you need to build a bug hotel?

UNIT OVERVIEW						
SESSI ON	ACTIVITIES 	TIMING 	SKILLS 	INTERACTIO N 	ICT 	ASSESSMENT 
3	Beginning: Explain the objective of the session “settling the steps to build our bug hotels” Survey to find the best location in the schools for the bug hotels (Tool: Mentimeter)	5'	S - L-R	T - S W-G	Digital board Google Classroom	Google Classroom <u>Mentimeter</u>
	Middle: Jigsaw reading and Expert groups (Cooperative activity: Bugs and materials preferences, Visual thinking regarding bugs and the best materials for them)	35'	R - S - L - I	SG WG	Transum (random student generator)	TA AT: <u>Teacher's rubric</u> Teacher's rubric during the process of the reading and the formation of expert groups
	Final: deciding how to build the hotel, listing the material/s and selecting the bug or bugs	20'	W - S - L - I	SG		AT: <u>Mentimeter</u> SA

UNIT OVERVIEW						
SESSI ON	ACTIVITIES 	TIMING 	SKILLS 	INTERACTIO N 	ICT 	ASSESSMENT 
4	<i>Beginning: Recap on the most suitable materials for every selected bug and roles assignments</i>	10'	S - L - I	T - S WG		
	<i>Middle: building the bug hotels (cooperative roles) Teacher's assessment checklist during the process in terms of interaction and the assigned roles</i>	35'	S - L - I	SG T - S		AT: <u>Teacher's assessment checklist</u>
	<i>Final: Self-assessment and peer-assessment rubrics on individual performance and cooperation</i>	15'	R - L	S-S		SA PA AT: <u>Rubric</u>

UNIT OVERVIEW						
SESSI ON	ACTIVITIES 	TIMING 	SKILLS 	INTERACTION 	ICT 	ASSESSMENT 
5	<i>Beginning: Reminder of how the presentations work</i>	5'	S - L - W - I	T - S W - G	Digital board & Google Classroom Padlet	Students' checklist
	<i>Middle: Preparing their final projects in a canva</i>	45'	S - L	SG WG S - S T - S	Screen & Google Classroom Padlet	Teacher's rubric
	<i>Final: Self-assessment, peer-assessment families and community assessment.</i>	10'	R - L	T - S	Google classroom & Digital board	Padlet SA Self-assessment t PA Peer-assessment t

UNIT OVERVIEW						
SESSI ON	ACTIVITIES 	TIMING 	SKILLS 	INTERACTION 	ICT 	ASSESSMENT 
	<i>Beginning: Public oral expositions in the school Auditorium. Before starting them, teachers provide students a rubric and remember some effective tips for a successful exposition.</i>	35'	S - L - I	S - S W - G	Auditori m screens	<u>Teacher's Rubric</u> <u>Infographic "Project Tips"</u>
6	<i>Middle: Introducing the self-assessment tool created by Mentimeter and reminding the items from the rubric and the second assessment tool.</i>	15'	S - L - I	T - S W-G	Classroom laptops & Digital board	<u>Padlet</u> <u>Rubric</u>
	<i>Final: Explaining what a survey is and showing an example. Students do both surveys individually. Survey to other agents.</i>	10'	S-L-W-R- I		Classroom laptops	AT: Mentimeter <u>"Let's grade ourselves"</u> <u>Survey</u>

SESSION PLANNING

SESSION 1: The main aim of the session is to identify the bugs living in our garden and to understand the purpose of bug hotels by observation, interaction, cooperation and collaboration. The driving question will be presented and different collaborative and cooperative activities will be used: a *Jamboard* task and *Think-Pair-Share*. Substitution tables to scaffold language interaction are also used. Last but not least, assessment tools such as checklists are present in this session, as well.

OBJECTIVES OF THE SESSION:

- To identify the different bugs that live in our garden.
- To know about and understand the purpose of bug hotels.
- To cooperate and collaborate to find the best answers.
- To use the vocabulary and structures regarding the session content using scaffolding.
- To use the English language for conversational purposes using scaffolding.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION

LANGUAGE SUPPORT

VOCABULARY AND GRAMMAR

- VOCABULARY:
 - Bugs, insects, ant, bee, beetle, butterfly, dragonfly, firefly, fly, grasshopper, ladybird, praying mantis.
 - Bug hotels.
- SPECIFIC VOCABULARY REGARDING MATERIALS: sticks, straw, bricks...



- GRAMMAR: Can (affirmative/negative/interrogative), Imperative for instructions and conditionals for hypothesis.

DISCOURSE GENRE

DESCRIPTIVE, ARGUMENTATIVE, CONVERSATIONAL

INTERACTIONAL LANGUAGE

- DISCUSSION STARTERS: Well, Now, Let me see...
- EXPRESSING OPINION: I think that/I feel that/In my opinión/As far as I can see/I'm pretty sure that/In my view/From my point of view...
- EXPRESSING DOUBTS: I have my doubts about it yet/It depends on you/You haven't convinced me yet
- AGREEING AND DISAGREEING: I couldn't agree more/I'm (not) with you there/ I (don't) see what you mean/ I feel that you are (not) right/ I totally agree (disagree)/ I (don't) agree.

SESSION	ACTIVITIES					
1.1	<p><i>BEGINNING: Presentation of the final product and the driving question</i> <i>Brainstorming: “Bugs in our school and their habitats”</i></p> <p>The teacher welcomes the class and, after that, she introduces the objectives of the session. She will talk about the final product and the driving question, as well. She will ask her students which bugs they think they could find in our school garden and students will participate taking turns and respecting the others' contributions. For these contributions, we will use some substitution tables to help them express their ideas and thoughts. (opinion substitution table). (See Session 1, Annex I) They will brainstorm the possible answers and</p>	15'	S-L	T-S	Digital board and projector	



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

	<p>the teacher will just take all the ideas down on the white board. After that, she will hand some photocopies of the school out (seen from above, <i>See Session 1, Annex II</i>) and the aim of the next activity (activity 1.2) will be marking the area where they see a bug (and the type of bug found). So, we will ask all the students to line up and we will go directly to the garden. Apart from that, every child will have a copy of another substitution table (<i>See Session 1, Annex III</i>) designed to facilitate interaction. This substitution table will be quite familiar for them, in order to help with self-confidence. It will allow them to express their own findings and, after that, comparing and contrasting. All the instructions for the activities outside in the garden will be given during this first part of the session.</p>					
<p>1.2</p>	<p>Middle: “Think - Pair - Share By using the cooperative task “Think-Pair- Share” children will first observe the garden individually and will mark which bug or bugs he/she can clearly see (just in case they are able to see any of them). After that, they will do it in pairs, comparing and contrasting their findings and answers, using the aforementioned substitution table (<i>See Session 1, Annex III</i>) that will help them to come to agreements. As mentioned before in activity 1.1., this substitution table will be photocopied at the back of the map. After doing this activity in pairs, children will be asked to group themselves once again, but this time in groups of 5 to compare their answers. The instructions for the activity in the garden will be given inside the classroom, before going out. While doing this activity, the teacher will assess the use of interactional</p>	<p>30’</p>	<p>S-L-W-I</p>	<p>S-S WG</p>		<p>AT: Teacher’s checklist</p>



	language by means of a checklist (See Session 1, Annex IV), while working in pairs and in groups.					
1.3	<p>Final: Reflection and assessment</p> <p>Collaborative task: Jamboard (See Session 1, Annex V)</p> <p>We will go back to class and all the students will collaborate on a Jamboard, with the title “Discovering insects in our school garden: What kind of insects do you identify?”, which they will find in their google classrooms inside The Bug Hotel Padlet created by the teachers.</p>	15'	S-L	T-S WG	<p>Google classroom</p> <p>The Bug hotel Padlet</p> <p>- Lumen -</p> <p>GEP 22-23</p>	<p>AT:</p> <p>Jamboard</p> <p>SA</p>

SESSION 2: In this session, we will focus on the building itself: a real bug hotel. It is really important to identify the building and essential to visit the two nearest ones to our school. This will sound even more familiar to our students. It is of vital important to scaffold language when promoting interaction. In this session students will have in mind two SDGs (*Sustainable Development Goals*), so important in our educational plans. Self-assessment tools such as the *Quizizz* (gamification) included will be a really motivating way to engage our students in their own learning process.

OBJECTIVES OF THE SESSION:

To be aware of the existence and observe real bug hotels nearby the school.

To identify the outer and the inner main structure of the building.



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

To identify the materials used.

To start hypothesizing about bugs and their presence inside bug hotels.

To use the vocabulary and structures regarding the session content using scaffolding.

To use the English language for conversational purposes using scaffolding.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

VOCABULARY AND GRAMMAR

- **VOCABULARY:**
 - Engineering the hotel: materials (bamboo cane, plastic, recycled glass, tree bark, pine cone, corrugated cardboard, bore wood, dead wood, dry leaves, bricks, cork, straw, recycled batteries)
- **GRAMMAR:** Verbs like create, use, have got in the future tense will+verb.

DISCOURSE GENRE

DESCRIPTIVE

INTERACTIONAL LANGUAGE

- **DISCUSSION STARTERS:** Well, Now, Let me see...
- **EXPRESSING OPINION:** I think that/I feel that/In my opinion/As far as I can see/I'm pretty sure that/In my view/From my point of view...
- **ORDERING:** First/Second/To begin with/Next/Finally...
- **EXPANDING A SUBJECT:** What's more/I would like to add that/Furthermore/For this reason...



- **CONCLUDING:** Going back to/Summing up/In short/In a nutshell...
- **EXPRESSING DOUBTS:** I have my doubts about it yet/It depends on you/You haven't convinced me yet
- **AGREEING AND DISAGREEING:** I couldn't agree more/I'm (not) with you there/ I (don't) see what you mean/ I feel that you are (not) right/ I totally agree (disagree)/ I (don't) agree.

SESSION	ACTIVITIES					
2.1	<p>Beginning: Presenting the objectives of the session.</p> <p>The teacher will start the session by presenting the objectives for it, visiting real bug hotels in the neighborhood, and she will point out the SDG objectives included (number 11 and number 15, “Cities and sustainable communities” and “Land ecosystems life”). She will talk short and concisely. She will form two groups (alphabetical order, this time) and she will tell the class that they will visit the two nearest bug hotels to the school.</p>	5'	S-L	T-S		
2.2	<p>Middle: Short trip to find and observe real bug hotels nearby.</p> <p>In two groups, we will start our trip to the nearest roundabouts searching for real bug hotels. It will only take 5 minutes to reach the places. During this short trip, children will be given a worksheet (observation checklist) in which they will see images from different materials. Individually, and once in the place observing the building of the bug hotel, they will have to observe the structure of it, as well as the materials inside.</p>	40'	S-L-I	T-S SG		<p>AT:</p> <p>Student's checklist</p> <p>checklist</p>

	<p>All of them should complete in this part of the session the visual checklist (See <i>Session 2, Annex I</i>) with the images. Teachers will take some pictures during the process, so that no details are missed. To finish, we will go back to school. In this step, when walking towards the roundabout and going back to school, there's no planned interactional language to be used. They will be asked to pay a lot of attention and tick the materials that they can clearly identify inside the bug hotels in English and the teachers will just use English to interact with children when crossing the streets or other situations. Once in class again, we will contrast and compare the two buildings. Children from groups A and B will participate taking turns. For this activity, some interactional language will be needed. For that, a substitution table (See <i>Session 2, Annex II</i>) will be projected on the board. We will ask some volunteers of the different groups to talk about the materials found in the visited bug hotel.</p>					
2.3	<p>Final: Recap on the best materials to be used.</p> <p>To finish, children will access their Google Classroom and they will complete the Quizizz (See <i>Session 2, Annex III</i>) about their bug hotels observations.</p>	15'	S-L-I	SG WG	Google classroom	AT:Quizizz Quizizz

SESSION 3: In this third session, our students will use their knowledge to produce real products, which will be a really motivating task for them. Reading texts and sharing information with their mates using substitution tables for interaction will be a really useful task and essential to have a clear understanding of what the purpose of the whole project is. The cooperative activity *Jigsaw reading* is the one selected. Children will carry out roles. Assessment tools such as observation rubrics are included, as well as a digital assessment tool *Mentimeter*.



OBJECTIVES OF THE SESSION

To set the steps to build the bug hotels.

To cooperate to identify the best materials for every bug.

To extrapolate the previous information to the bugs in our garden.

To be able to understand and explain the information read in a piece of text.

To list the materials needed for the bug hotels.

To use the vocabulary and structures regarding the session content using scaffolding.

To use the English language for conversational purposes using scaffolding.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

VOCABULARY AND GRAMMAR

- VOCABULARY:

- Arthropods features. Bugs, insects, ant, bee, wasp, beetle, butterfly, dragonfly, firefly, fly, grasshopper, ladybird, praying mantis, spider, metamorphosis, larva pupa, chrysalis, oviparous animals, lay eggs.
- Engineering the hotel: materials (bamboo cane, plastic, recycled glass, tree bark, pine cone, corrugated cardboard, bore wood, dead wood, dry leaves, bricks, cork, straw, recycled batteries) and tools (nails, screws), hot glue and hot glue dispenser..

- ABILITY VERBS: design, draw, cut, create, build.

- SPECIFIC VOCABULARY ABOUT ANIMAL PARTS: exoskeleton, tail, wings, rings, skin

- SPECIFIC VOCABULARY REGARDING MATERIALS: sticks, straw, bricks, wood



- **GRAMMAR:** Can (affirmative/negative/interrogative), Why and because, have got (affirmative/negative/interrogative). Present Tense for descriptions. Imperative for instructions and Conditionals for comparisons and hypotheses.
- **CONNECTORS:** first, second, after that, next, then, finally.
- **Adverbs of frequency:** sparingly, sometimes, often, usually and always.

DISCOURSE GENRE

DESCRIPTIVE, ARGUMENTATIVE, CONVERSATIONAL

INTERACTIONAL LANGUAGE

- **DISCUSSION STARTERS:** Well, Now, Let me see...
- **EXPRESSING OPINION:** I think that/I feel that/In my opinion/As far as I can see/I'm pretty sure that/In my view/From my point of view...
- **ORDERING:** First/Second/To begin with/Next/Finally...
- **EXPANDING A SUBJECT:** What's more/I would like to add that/Furthermore/For this reason...
- **CONCLUDING:** Going back to/Summing up/In short/In a nutshell...
- **EXPRESSING DOUBTS:** I have my doubts about it yet/It depends on you/You haven't convinced me yet
- **AGREEING AND DISAGREEING:** I couldn't agree more/I'm (not) with you there/ I (don't) see what you mean/ I feel that you are (not) right/ I totally agree (disagree)/ I (don't) agree.

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

<p>3.1</p>	<p>Beginning: Set the steps to build the bug hotels. Survey to find the best location in the school for them. In this first part of the session, the teacher will communicate the objectives to the students. After that, they will access their Google Classrooms and the Mentimeter <i>(See Session 3, Annex I)</i> tool to vote for their favorite place in the school to settle the bug hotels.</p>	<p>10'</p>	<p>S-L-R</p>	<p>T-S WG</p>	<p>Google classroom</p>	<p>AT: Mentimeter</p>
<p>3.2</p>	<p>Middle: Jigsaw reading and expert groups. Using Transum, a tool to generate random groups of students, children will focus their attention on a specific paragraph of one same text <i>(See Session 3, Annex II)</i> (“Jigsaw reading” Group 1 <i>(See Session 3, Annex III)</i> - Group 2 <i>(See Session 3, Annex IV)</i> - Group 3 <i>(See Session 3, Annex V)</i> - Group 4 <i>(See Session 3, Annex VI)</i> - Group 5 <i>(See Session 3, Annex VII)</i>). This text, adapted by the teachers, will cover several aspects regarding the engineering of a bug hotel, the types of bug hotels, the best places to locate them and the most suitable materials to use depending on the bugs. These groups of children will become “groups of experts” regarding the information of that specific paragraph and they will discuss the main ideas together for a few minutes. In these groups, roles will be assigned: time keeper, leader,...so that students cooperate much better. For that, every child will have a folded paper next to him/her and on his/her table. Roles <i>(See Session 3, Annex VIII)</i> will be visible. In the classroom, students will also be given some specific structures to carry out their roles. Interactional language will be prior in this cooperative activity and children will be allowed to ask any specific vocabulary or structure they will need throughout the</p>	<p>35'</p>	<p>R-S-L-I</p>	<p>SG WG</p>	<p>Transum</p>	<p>AT: Teacher's rubric</p>



	<p>process. After that, and forming new groups once again, students will become a component of another group. In this case, these new groups will be full of experts: one expert for every paragraph read. For this purpose, the teacher will give a photocopy to every group with a substitution table (See Session 3, Annex IX) on it to scaffold communication between their peers. The last part of this activity consists of communicating the main ideas of every paragraph of the text, in order to have in mind all the information they will need to start their final products.</p> <p>These groups formed will be the groups that will create the final products together. New roles (See Session 3, Annex X) will be assigned.</p> <p>To finish, they will have time to write a list of materials for their own bug hotels. We will start creating them during the next session. Interactional language (See Session 3, Annex XI) will be of great importance once again.</p> <p>During the process, the teachers will fill an assessment teacher's rubric (See Session 3, Annex XII) in.</p>					
<p>3.3</p>	<p>Final: Self-reflection Self-assessment</p> <p>In their Google classrooms, they will assess their performance regarding their performance all through this session number 3. We will use Mentimeter once again (See Session 3, Annex XIII) for this purpose.</p>	<p>20'</p>	<p>W-S-L-I</p>	<p>SG</p>	<p>Google classroom</p>	<p>AT: SA Mentimeter</p> 



SESSION 4: Real life situations will be present all through this session: coming to agreements, working collaboratively for the same purpose,...Interactional language will be of vital importance, once again. The knowledge of materials will be one of the strengths of this fourth session. It is also important to emphasize the importance of the peer-assessment and self-assessment tools to be done at the end of the sessions. The checklist designed will have an important role during the process, as well as the substitution tables. We point out the real images and the *realia* that will be used.

OBJECTIVES OF THE SESSION:

- To build shelters for the bugs that live in our school garden.
- To be aware and use the best materials for each type of bug.
- To come to agreements and work collaboratively.
- To use the vocabulary and structures regarding the session content using scaffolding.
- To use the English language for conversational purposes using scaffolding.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

VOCABULARY AND GRAMMAR

- **VOCABULARY:**
 - Bugs, insects, ladybugs, solitary wasps, bees.
 - Engineering the hotel: materials (wood, trunks, leaves, branches, canes, terracotta) and tools (nails, screwdriver, hammer, hot glue)
- **ABILITY VERBS:** can/can't, be able to/not be able to



- GENERAL VERBS: fly, build, live, eat, have got, be
- GRAMMAR: Present Tense for descriptions. Imperative for instructions and Conditionals for comparisons and hypotheses. Structures to express advice (should/shouldn't) and for suggestions (Let's.../Why don't we...?/Shall we...?)
- CONNECTORS: first, second, after that, next, then, finally.
- Adverbs of frequency: never, always, sometimes.

DISCOURSE GENRE

DESCRIPTIVE, ARGUMENTATIVE, CONVERSATIONAL

INTERACTIONAL LANGUAGE

- DISCUSSION STARTERS: Well, Now, Let me see...
- EXPRESSING OPINION: I think that/I feel that/In my opinion/As far as I can see/I'm pretty sure that/In my view/From my point of view...
- ORDERING: First/Second/To begin with/Next/Finally...
- EXPANDING A SUBJECT: What's more/I would like to add that/Furthermore/For this reason...
- CONCLUDING: Going back to/Summing up/In short...
- EXPRESSING DOUBTS: I have my doubts about it yet/It depends on you/You haven't convinced me yet
- AGREEING AND DISAGREEING: I couldn't agree more/I'm (not) with you there/ I (don't) see what you mean/ I feel that you are (not) right/ I totally agree (disagree)/ I (don't) agree.



SESSION	ACTIVITIES					
4.1	<p>Beginning: Recap on the most suitable materials for every selected bug and roles assignments</p> <p>In this session, we will begin with a 5-minute quick review of the previous sessions regarding our school garden bugs and the selected materials for the bug hotels they will build in groups. In the digital board, some images (See Session 4, Annex I) are going to be projected to remind the most important things to take into account before starting. After that, we will ask all the students to go back to their groups and get ready to start building their bug hotels. It is important to bear in mind that the groups were already formed during the past session. Children will be given the same cooperative role (See Session 4, Annex II). (as in session 3). Interactional language (See Session 4, Annex III) for giving opinions and coming to agreements is given in a photocopy for this specific task.</p>	10'	S - L - I	T - S WG	Classroom laptop and digital board	
4.2	<p>Middle: building the bug hotels (cooperative roles)</p> <p>After that, we will go out of the classroom heading directly to the school garden and other areas outside. Once there, they will start looking for all the materials they need to build their bug hotels (we have to take into account that all the materials were selected in session number 3 and they will be ready to be used in the school garden). To interact, children can use the language substitution table given at the beginning of the session to every group (Interactional language) (See Session 4, Annex IV). During</p>	35'	S - L - I	SG T - S		TA: Teacher's assessment checklist

	35 minutes, they will work cooperatively to do their best. In this part of the session, the teachers will use a checklist (<i>See Session 4, Annex V</i>) to assess children and the general performance of each group.					
4.3	<p>Final: Self-assessment and peer-assessment</p> <p>Next, we will go to the classroom again and we will do a self-assessment and peer-assessment task. Children will complete the rubrics (<i>See Session 4, Annex VI</i>) regarding themselves and their peers' performance in terms of cooperation and knowledge in the building of their bug hotels.</p>	15'	R - L	S - S	Classroom laptop	<p>AT: PA <u>Rubric</u> SA</p>

SESSION 5: Children will get ready to make their products public all through this fifth session. The strongest point will be the proper use of the tips given by the teachers before beginning. Self-assessment and peer-assessment will also be essential, as well as the scaffolding for real interaction. In this session, the vocabulary and structures should be properly used to make a good performance in their groups. Active listening is of great importance.

OBJECTIVES OF THE SESSION:

- To know how to present the final products publicly.
- To follow some steps to prepare an oral exposition.
- To use the vocabulary and structures using scaffolding.
- To self-assess and peer-assess general performances during the session.
- To understand and explain the purpose of bug hotels.



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

To mention and connect the materials used for every selected bug.

To listen to others attentively and look for ways to maintain the audience's attention.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

VOCABULARY AND GRAMMAR

- **VOCABULARY:**
 - Arthropods features. Bugs, insects, ant, bee, beetle, butterfly, ladybird, wasp.
 - Engineering the hotel: materials (bamboo cane, tree bark, pine cone, corrugated cardboard, bore wood, dead wood, dry leaves, bricks, straw)
- **GRAMMAR:** Can (affirmative/negative/interrogative), (To) be, (to) have got (affirmative/negative/interrogative). Present Tense for descriptions. Imperative for instructions.
- **CONNECTORS:** first, second, after that, next, then, finally.
- **Adverbs and structures of frequency:** rarely, sometimes, often, usually, seldom, never, always, at all times, almost never...

DISCOURSE GENRE

DESCRIPTIVE, ARGUMENTATIVE, CONVERSATIONAL

INTERACTIONAL LANGUAGE

- **DISCUSSION STARTERS:** Well, Now, Let me see...
- **EXPRESSING OPINION:** I think that/I feel that/In my opinion/As far as I can see/I'm pretty sure that/In my view/From my point of view...
- **ORDERING:** First/Second/To begin with/Next/Finally...



- EXPANDING A SUBJECT: What's more/I would like to add that/Furthermore/For this reason...
- CONCLUDING: Going back to/Summing up/In short/In a nutshell...
- EXPRESSING DOUBTS: I have my doubts about it yet/It depends on you/You haven't convinced me yet
- AGREEING AND DISAGREEING: I couldn't agree more/I'm (not) with you there/ I (don't) see what you mean/ I feel that you are (not) right/ I totally agree (disagree)/ I (don't) agree.

SESSION	ACTIVITIES					
5.1	<p>Beginning: Reminder of how the presentations work</p> <p>The teacher will welcome the class and she will explain that during the first part of the session they will come together in their groups and, with the help of a canva with some tips (<i>*See Session 5, Annex I</i>) and the use of the structures of every specific role inside the cooperative groups (the same as in previous sessions, (<i>*See Session 5, Annex II</i>), they will write about their final products. They will be told that substitution tables should be used in the order they will be presented. They will also be given a group checklist (<i>*See Session 5, Annex III</i>), in order to check if they include all the necessary items to be successful. They will also be informed that students from other classes will come to the auditorium to listen to and watch them explain how they did their bug hotels and why. The introduction will be done in approximately 5 minutes.</p>	5'	S-L-W	T-S WG	Google classroom	AT Padlet Students' checklist
5.2	<p>Middle: Preparing their oral expositions</p>	45'	S-L-W-I	T-S		AT:



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

	<p>During the next 45 minutes, they will carry this task out in groups and with the help and supervision of the CLIL teacher and the English teacher. A shared canva created by each group will be the tool to prepare their expositions. This canva will be linked to their collaborative padlets in the google classroom. The teachers will assess their performance with a checklist based on cooperation and collaboration in a group. (*See Session 5, Annex IV).</p>			SG		<p>Padlet Teacher's checklist</p>
5.3	<p>Final: Self-assessment , peer-assessment, families and community assessment.</p> <p>Once finished, they will fill a self-assessment (*See Session 5, Annex V) and a peer-assessment (*See Session 5, Annex VI) in.</p>	10'	R-L	T-S	Google classroom	<p>AT</p> <p>Self-assessment</p> <p>Peer-assessment</p>

SESSION 6: In this session we've designed a digital summative self-assessment activity called "[Let's grade ourselves](#)" to measure and grade the purposes of our project. We've used Mentimeter scales questions where each student can rate him or herself on a scale from 0-10 some items as: functional learning degree and content skills achieved. This tool lets us share the results on the [*Padlet](#) we've created. "Mentimeter" also generates statistics we can use for analyzing and collecting evidence of students' knowledge, skill and proficiency. Summative assessment is aligned with our learning objectives and expected outcomes from our project. In addition, we've designed a quiz using Plickers to assess what students have learnt about the content. This gamification tool helps us to collect instant results in the classroom as a formative assessment.



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

Finally, students do a metacognitive activity to make a reflection about their own learning process. We close our project with a helpful survey about [“Which activity is the winner?”](#) to know which activity our students like the most, thus we will be able to identify the strengths and weaknesses of the project and adjust strategies to make it better.

As we said in the “Comments section”

**We gather all the stages in a PADLET as an ICT tool and introduce it to support the collaborative students work.*

[The Bug hotel Padlet - Lumen - GEP 22-23](#)

This [PADLET](#) is uploaded to our Google Classroom platform as our digital portfolio. Each group should fill it with the information they have worked and finally showed and shared it in the Activity 5: “Presentation works” before the end of this unit.

OBJECTIVES OF THE SESSION:

To measure the knowledge about the kind of bugs that are living in our school garden.

To measure the knowledge about the best areas to set up our bug hotels.

To identify the best materials for each type of bug hotel.

To measure personal work in terms of collaboration and cooperation.

To use vocabulary and structures regarding the session content.

To understand the importance of building bug hotels in our school garden.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

VOCABULARY AND GRAMMAR

- VOCABULARY:
 - Bugs, insects, ladybugs, solitary wasps, bees.
 - Engineering and materials to build the bug hotel.



- DISCURSIVE VERBS (communicative expressions): Let's grade ourselves;
- AUXILIARY VERB: Have I understood? / Have I used...?
- GENERAL VERBS: To Contribute, to Use, To Understand, To Be
- GRAMMAR: Present Perfect. Structures to express suggestions (Let's.../Why don't we...?) and Future to express intentions in an informal style (Be+going to+base form)
- CONNECTORS: first, second, after that, next, then, finally.
- Adverbs of frequency: never, always, sometimes.

DISCOURSE GENRE

DESCRIPTIVE, ARGUMENTATIVE, CONVERSATIONAL

INTERACTIONAL LANGUAGE

- EVALUATING
- RATING KNOWLEDGE ACHIEVED: content and language.
- GIVING OPINION: I think that/I feel that/In my opinion
- ORDERING: First/Second/Next/Finally...
- SYNTHESISE FUNCTIONAL LEARNING: Summing up / In short...
- MEASURING SKILLS AND PROCESSES LEARNED
- MEASURING IMPLICATION WORDS: I feel / I don't feel
- EXPRESSING DOUBTS: I have my doubts about it yet/It depends on you
- AGREEING AND DISAGREEING: I totally agree (disagree)/ I (don't) agree.

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

<p>6.1.</p>	<p>Beginning: This session starts with the public oral expositions using the Canva created by each group in the previous session. In the school Auditorium, all the children from the other grades will be invited. Teachers and other school staff will be invited, as well. Before starting, teachers provide students with a rubric (*see Session 6, Annex I) to give them an idea of what they are going to assess and also remember some effective tips for a successful exposition with an infographic about “Project Tips”. (*see Session 6, Annex II (the same as Session 5, Annex I)</p>	<p>35’</p>				<p>Project Tips</p> <p>RUBRIC</p>
<p>6.2</p>	<p>Middle: Back in the classroom, start opening <i>the</i> Activity 6 from the Padlet (*see Session 6, Annex III) and introducing Plickers as a gamification and formative assessment tool for everyone. Then students will demonstrate what content they have learnt through Plickers (*see Session 6, annex IV) connecting their laptops and sharing the answers on the screenboard and insert the diagram rate on the Padlet. (*see Session 6, annex V, the same as Session 6, annex III) Then, students will grade themselves by the self-assessment (*see Session 6, Annex VI), a tool created by Mentimeter, for rating their progress and reminding the items from the rubric. <i>Students do both</i> (*see Session 6, annex III and annex IV)</p>	<p>10’</p>	<p>S-L-I</p>	<p>T-S</p>	<p>Classroom laptops & Digital board</p>	<p>Padlet</p> <p>Plickers</p> <p>Let’s grade our selves</p> <p>Self-assessment</p>
<p>6.3</p>	<p>Final: Students complete the “Diana d’avaluació” (*see Session 6, annex VII) as a metacognitive activity to make a reflection about their own learning process. Then students should sum up the points and comment on the results they get on the chart</p>	<p>15’</p>	<p>S-L-W-R - I</p>	<p>T-S</p> <p>WG</p>	<p>Classroom laptops</p> <p>School website</p>	<p>“Diana d’avaluació”</p> <p>Chart</p>

<p>and explain how they would think they could improve their skills. (<i>*see Session 6, annex VIII</i>)</p> <p>Finally we close our project with a helpful survey about “Which activity is the winner?” (<i>*see Session 6, annex IX</i> to know which activity our students like the most, thus we will be able to identify the strengths and weaknesses of the project and adjust strategies to make it better.</p> <p>In the end, we share our creations and the steps followed, we will make our products public showing our collaborative Padlet and create videos to post on our school website, Google Classroom and blog (www.escolalumen.net, https://csescolalumen.blogspot.com/) in order to show our projects to our school community, families and even other schools and neighbors.</p> <p>And also we will spread the project work on social networks taking account of the parental consent (<i>*see Session 6, annex X</i>)</p> <p>And also we contact with Ajuntament de Terrassa (Servei de Medi Ambient www.mediambient.terrassa.cat educacio@terrassa.cat).</p>			<p>S-W</p>	<p><i>and social networks.</i></p>	<p><i>Mentimeter</i></p> <p>Which activity is the winner?</p> <p>Padlet</p> <p>Parental consent</p>
--	--	--	------------	------------------------------------	---



APPENDICES

SESSION 1. ANNEX I

OPINION SUBSTITUTION TABLE

In my opinion,	I				ant/s 	
From my point of view,	we	can	find	a	ladybug/s 	in our school garden
As far as I can see,	you			an	grasshopper/s 	
I think (that)		can't		any	spider/s 	outside the classrooms
I believe (that)	everyone		see		wasp/s 	
I strongly think/believe	nobody					
For me,						

In my opinion,					bee/bees 	
From my point of view,	I				butterfly/ies 	in our school garden
As far as I can see,	we	can	find	a	caterpillar/s 	
I think (that)	you			an	snail/s 	outside the classrooms
I believe (that)	everyone	can't		any	worm/s 	
I strongly think/believe	nobody		see			
For me,						

Created by Rosa M. Anguita and Laura Morales
 Images taken from Creative Commons



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

SESSION 1. ANNEX II



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

SESSION 1. ANNEX III

EXPRESSING THEIR FINDINGS/COMPARING AND CONTRASTING

In area number 1	I			find	ant/s 	
In area number 2			can	a	ladybug/s 	
In area number 3	we	<u>also</u>		an	grasshopper/s 	<u>too.</u>
In area number 4	you		can't	some		
In area number 5	everyone			any	spider/s 	<u>as well.</u>
In area number 6			see		wasp/s 	
In area number 7	nobody					
In area number 8						

In area number 1	I				bee/bees 	
In area number 2					butterfly/ies 	<u>too.</u>
In area number 3	we	<u>also</u>		find	caterpillar/s 	
In area number 4	you		can	a	snail/s 	
In area number 5	everyone		can't	an	worm/s 	<u>as well.</u>
In area number 6				some		
In area number 7	nobody			any		
In area number 8			see			

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SESSION 1. ANNEX IV

TEACHER'S OBSERVATION CHECKLIST

"THINK-PAIR-SHARE" COOPERATIVE ACTIVITY

PLACE: SCHOOL GARDEN

STUDENT:	Outperforms	Completely succeeds	Mostly succeeds	Occasionally succeeds	Seldom succeeds
Understands the instructions for the task	5	4	3	2	1
Is knowledgeable about the content	5	4	3	2	1
Is enthusiastic about the task	5	4	3	2	1
Speaks confidently and clearly	5	4	3	2	1
Uses a variety of structures regarding the interactional language for the session	5	4	3	2	1
Makes stimulating and challenging comments, achieving active students' involvement	5	4	3	2	1
Holds attention all through the task	5	4	3	2	1
Uses effectively the map and the substitution table	5	4	3	2	1
Shows respect	5	4	3	2	1
Works cooperatively	5	4	3	2	1

Individual Teacher's Observation Checklist

Created by Laura Morales & Rosa M Anguita



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

SESSION 1. ANNEX V

DISCOVERING INSECTS IN OUR SCHOOL GARDEN

Every Spring, new bugs come to live in our school garden. We can see them fly around, jump, crawl... we can even see them build their houses.

We will try to identify all the bugs that come to our gardens.



What kind of insects do you identify?



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

SESSION 2. ANNEX I

ACTIVITY: BUG HOTELS
STUDENT'S OBSERVATION CHECKLIST

Name: _____

Tick the materials that you can see inside the bug hotel:

	bamboo cane <input type="checkbox"/>		dead wood <input type="checkbox"/>
	plastic <input type="checkbox"/>		dry leaves <input type="checkbox"/>
	recycled glass <input type="checkbox"/>		bricks <input type="checkbox"/>
	tree bark <input type="checkbox"/>		cork <input type="checkbox"/>
	pine cone <input type="checkbox"/>		straw <input type="checkbox"/>
	corrugated cardboard <input type="checkbox"/>		
	bone wood <input type="checkbox"/>		recycled batteries <input type="checkbox"/>

SESSION 2. ANNEX II

COMPARING AND CONTRASTING: TRIP TO OUR NEAREST BUG HOTELS

In our bug hotel!	I		bamboo cane/s 
	we		drilled log/s 
	you	could	decaying wood 
	everyone	couldn't	brick/s 
	nobody		straw 

In our bug hotel!	I		corrugated board/s 
	we	could	stone/s 
	you		pine cones 
	everyone	couldn't	bark 
	nobody		dry leaf/ves and grass 

Created by Rosa M. Argente and Laura Merino

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

SESSION 2. ANNEX III



SESSION 3. ANNEX I

Mentimeter



What is the best location for our bug hotels?

- Zone 1
- Zone 2
- Zone 3
- Zone 4
- Zone 5
- Zone 6
- Zone 7
- Zone 8



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

SESSION 3. ANNEX II

CREATING A BUG HOTEL STEP BY STEP

What is a bug hotel?

A bug hotel is a structure created by humans to provide shelter mainly for insects and other minbugs such as snails, little worms or spiders. They can have a variety of shapes and sizes depending on the specific purpose or specific bug. Most of them consist of several different sections that provide insects and bugs with nesting facilities - particularly during winter. To sum up, bug hotels provide shelter during the colder winter months and insects can have a dry place to lay their eggs and create new nests sites for spring.



What are the main purposes when building a bug hotel?

There are different purposes when building a bug hotel. Bug hotels benefit lots of different types of bugs and insects such as ladybirds, bees, spiders,... So, bugs can use bug hotels as a safe space to shelter and hibernate, lay their eggs, raise their young, and seek refuge to be safe from predators.



Example of ladybird bug hotel



Example of bee bug hotel

What is the best location for a bug hotel?

The best location for a bug hotel is a warm and sheltered place, preferably facing the sunlight.

A bug hotel should be in place for only one or two seasons. After this time, all the materials have to be replaced in spring. It is important that it is clean for the next year to avoid mould, mites and parasites.



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

What insects will visit my bug hotel?

Depending on the materials used, bug hotels can receive the visit of different bugs. Every species has its own preferences regarding materials. For example, solitary bees (pollinators) prefer hollow bamboo canes and stems. Ladybirds love dry leaves, sticks, straw and pinecones,... Regarding centipedes, millipedes or beetles, for example, prefer decaying deadwood sticks and loose bark. Ants, worms and snails prefer dry dead leaves and decaying dead wood. The important thing is that bugs feel comfortable and also safe from their specific predators.



Common bug hotel designed for different bugs

Is there any environmental impact?

Insect hotels are generally thought to be a positive force in restoring or maintaining wild pollinator populations, especially native bees. Insect hotels are especially thought to be a valuable resource for insects that have had their primary natural habitat destroyed. By placing insect hotels in your garden, you will notice an increase in beneficial insects appearing. For example, you will see more butterflies and bees that will help pollinate your flowering plants. Predator bugs such as ladybugs living in your insect hotel will address any pest problems you may have.

*Text adapted by Laura Meroles & Rosa M. Anguita from Wikipedia.org
https://en.wikipedia.org/wiki/Insect_hotel*



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

SESSION 3. ANNEX III

CREATING A BUG HOTEL STEP BY STEP

GROUP 1

What is a bug hotel?

A bug hotel is a structure created by humans to provide shelter mainly for insects and other minibugs such as snails, little worms or spiders.



They can have a variety of shapes and sizes depending on the specific purpose or specific bug. Most of them consist of several different sections that provide insects and bugs with nesting facilities - particularly during winter.



To sum up, bug hotels provide shelter during the colder winter months and insects can have a dry place to lay their eggs and create new nests sites for spring.



SESSION 3. ANNEX IV

CREATING A BUG HOTEL STEP BY STEP

GROUP 2

What are the main purposes when building a bug hotel?

There are different purposes when building a bug hotel. Bug hotels benefit lots of different types of bugs and insects such as ladybirds, bees, spiders,...



So, bugs can use bug hotels as a safe space to shelter and hibernate, lay their eggs, raise their young, and seek refuge to be safe from predators.



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

SESSION 3. ANNEX V

CREATING A BUG HOTEL STEP BY STEP

GROUP 3

What is the best location for a bug hotel?

The best location for a bug hotel is a warm and sheltered place, preferably facing the sunlight.



A bug hotel should be in place for only one or two seasons. After this time, all the materials have to be replaced in spring.



It is important that it is clean for the next year to avoid mould, mites and parasites.



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

SESSION 3. ANNEX VI

CREATING A BUG HOTEL STEP BY STEP

GROUP 4

What insects will visit my bug hotel?

Depending on the materials used, bug hotels can receive the visit of different bugs. Every species has its own preferences regarding materials.



For example, solitary bees (pollinators) prefer hollow bamboo canes and stems. Ladybirds love dry leaves, sticks, straw and pinecones, ... Regarding centipedes, millipedes or beetles, for example, prefer decaying deadwood sticks and loose bark. Ants, worms and snails prefer dry dead leaves and decaying dead wood.



The important thing is that bugs feel comfortable and also safe from their specific predators.



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

SESSION 3. ANNEX VII

CREATING A BUG HOTEL STEP BY STEP

GROUP 5

Is there any environmental impact?

Insect hotels are generally thought to be a positive force in restoring or maintaining wild pollinator populations, especially native bees.



Insect hotels are especially thought to be a valuable resource for insects that have had their primary natural habitat destroyed. By placing insect hotels in your garden, you will notice an increase in beneficial insects appearing.



For example, you will see more butterflies and bees that will help pollinate your flowering plants. Predator bugs such as ladybugs living in your insect hotel will address any pest problems you may have.



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

SESSION 3. ANNEX VIII

ROLES

Cooperative activity: Jigsaw Reading and group of experts

<p>ENCOURAGER</p>	<p>TIME KEEPER</p>
<p>Come on! Hurry up! Let's explain the main ideas of this text! Have you understood the main ideas of this text? We have to make this text shorter. Let's explain this text with our own words.</p>	<p>Let's start, please! hurry up! We only have some minutes left. We have to finish as soon as possible.</p>
<p>SCRIBE</p>	<p>VOICE MONITOR</p>
<p>I'll write the main ideas down. Now that I have the main ideas written and summarized, I'll read them aloud. Do you want me to add any more information? Is everything well written and explained? Would you change anything?</p>	<p>Be quiet, please! Focus on this task! If there's no silence, we won't finish! Come on! You shouldn't be talking right now!</p>



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

MANAGER

The main objective for this task is to read a text.
Ok, now that we have read the text, we have to summarize the main ideas. Do you agree?
Keep on working together, please. We should be finishing.
Now that we have read all the ideas, could you please summarize them for us?
I'll start myself. Then, it'll be _____'s turn.



SESSION 3. ANNEX IX

Cooperative activity: GROUP OF EXPERTS

EXCHANGE OF INFORMATION SUBSTITUTION TABLE

The main idea in my text	talks is	about	<p><u>the</u> best materials used in bug hotels.</p> <p><u>the</u> possible bugs that we can find in a bug hotel.</p> <p><u>the</u> best locations for a bug hotel.</p> <p><u>the</u> environmental impact of bug hotels.</p> <p><u>the</u> main purposes of a bug hotel.</p>	<p>For example,....</p> <p>To sum up,...</p> <p>This is the summary of my group:...</p>
The essential point/s in my text	deals deal	with	<p><u>the</u> best materials used in bug hotels.</p> <p><u>the</u> possible bugs found inside a bug hotel.</p> <p><u>the</u> best locations for a bug hotel.</p> <p><u>the</u> environmental impact of a bug hotel.</p> <p><u>the</u> main purposes of a bug hotel.</p>	<p>For example,....</p> <p>To sum up,...</p> <p>This is the summary of my group:...</p>

After the third column, children are asked to reproduce the main ideas gathered by their prior groups regarding their part of the text. They try to summarize the information. They can ask for help at any time to their own group mates or the teacher.



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

SESSION 3. ANNEX X

The same as Session 3, Annex VIII.



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

SESSION 3. ANNEX XI

Cooperative activity: LISTING THE MATERIALS FOR OUR BUG HOTELS

OPINION SUBSTITUTION TABLE

In my opinion, From my point of view, As far as I can see, I think/believe As I see it,	it'd be a good idea to list down	the following material/s:	bamboo cane sticks corrugated cardboard bark bare wood straw pebbles logs with drilled holes dry leaves/grass
	the best material/s to list down for our bug hotels	is	bamboo cane sticks corrugated cardboard bark bare wood straw pebbles logs with drilled holes dry leaves/grass
are			
	can	be	
	should		



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

Cooperative activity: LISTING THE MATERIALS FOR OUR BUG HOTELS

AGREEMENT SUBSTITUTION TABLE



I	agree	with	this these	material materials	.	because	bugs ants ladybugs beetles bees wasps caterpillar	like it/them
	don't agree		bamboo cane sticks corrugated cardboard bark bare wood straw pebbles logs with drilled holes dry leaves/grass	.	don't like it/them			
	would prefer	bamboo cane sticks corrugated cardboard bark bare wood straw pebbles logs with drilled holes dry leaves/grass			.	because	bugs ants ladybugs beetles bees wasps caterpillar	like it/them don't like it/them



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

SESSION 3. ANNEX XII

TEACHER'S ASSESSMENT RUBRIC

Cooperative activities: JIGSAW READING AND COOPERATIVE ROLES

Student: _____

ITEMS TO BE ASSESSED	4	3	2	1
Contribution to the group goals	Works actively towards group goals; accepts and fulfills individual role inside the cooperative group	Works towards group goals; but not so consistently all the time; accepts and fulfills individual role within the group	Works toward group goals with occasional prompting; sometimes, lacks of effort regarding the role assigned.	Works toward group goals only when prompted.
Consideration of the other group components	Shows sensitivity to the feelings and learning needs of others; always encourages participation of others.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Shows sensitivity to the feelings of others.	Needs reminders to be sensitive to the feelings of others.
Contribution of knowledge about the topic	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contributes information to the group only when prompted.
Quantity of work and quality sharing	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
TOTAL SCORE				



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

SESSION 3. ANNEX XIII



How did I do? Did I listen and follow directions?
Did my performance reflect my knowledge?
Did I do my best working cooperatively?

Very Good

Good

Pretty Good

Could do better

Submit

Powered by Mentimeter Terms



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

SESSION 4. ANNEX I

BUILDING OUR BUG HOTELS STEP BY STEP

REMEMBER!



SOLITARY BEES: BAMBOO CANE AND DRILLED LOGS



LADYBIRDS: LEAVES, STRAW, PINECONES



CENTIPEDES, MILLIPEDES, BEETLES: BARK, DECAYING WOOD

ANTS, WORMS, SNAILS: LEAVES, DECAYING WOOD



SESSION 4. ANNEX II

The same as Session 3, Annex VIII

SESSION 4. ANNEX III

Cooperative activity: LISTING THE MATERIALS FOR OUR BUG HOTELS

OPINION SUBSTITUTION TABLE

In my opinion, From my point of view, As far as I can see,	it'd be a good idea to list down	the following materials:	bamboo cane sticks corrugated cardboard bark bare wood straw pebbles logs with drilled holes dry leaves/grass
I think/believe As I see it,	the best materials to list down for our bug hotels	are	bamboo cane sticks corrugated cardboard bark bare wood straw pebbles logs with drilled holes dry leaves/grass
		can should	be



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

SESSION 4. ANNEX IV

Cooperative activity: LISTING THE MATERIALS FOR OUR BUG HOTELS

AGREEMENT SUBSTITUTION TABLE

I	agree	with	This material/s	,	because	bugs	like it/them
	don't agree		bamboo cane sticks corrugated cardboard bark bare wood straw pebbles logs with drilled holes dry leaves/grass	,			don't like it/them
	would prefer	bamboo cane sticks corrugated cardboard bark bare wood straw pebbles logs with drilled holes dry leaves/grass		because	bugs	like it/them don't like it/them	



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

SESSION 4. ANNEX V

TEACHER'S OBSERVATION CHECKLIST

BUILDING THEIR BUG HOTELS COOPERATIVE ACTIVITY (garden)

MEMBERS OF THE GROUP - - - - - STUDENT: _____	Outperforms	Completely succeeds	Mostly succeeds	Occasionally succeeds	Seldom succeeds
Understands the instructions for the task	5	4	3	2	1
Is enthusiastic about the task with challenging, stimulating comments	5	4	3	2	1
Uses a variety of structures regarding the interactional language for the session	5	4	3	2	1
Is actively and involved in the task	5	4	3	2	1
Shows respect	5	4	3	2	1
Works cooperatively	5	4	3	2	1
Holds attention all through the task	5	4	3	2	1



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

SESSION 4. ANNEX VI

SELF-ASSESSMENT AND PEER-ASSESSMENT RUBRICS

HOW DID I DO?

How did I do? NAME: GROUP:	Very good 4 	Good 3 	Pretty good 2 	Could do better 1 
I listened to and followed directions				
My performance reflects exactly what I have learned				
I checked my work continuously				
I worked cooperatively with others				
I did my best				

PEER-ASSESSMENT

How did my partner do? NAME: GROUP:	Very good 4 	Good 3 	Pretty good 2 	Could do better 1 
He/She listened to and followed directions				
His/her performance reflects exactly what we have learned				
He/She checked his/her work continuously				
He/She worked cooperatively with others				
He/She did his/her best				



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

SESSION 5. ANNEX I

Project Tips*

*
You are going to organize the exhibition of your bug hotel project.

- 1. Focus on the topic: "The bug hotel"**

Work in a small group. Assign a role to each person. Write what you want to explain about your hotel. Include information about the insects that could shelter; the location and materials.
- 2. Create an outline**

Map out each step from start to end. This will help you decide which information is essential or not.
- 3. Be creative with the layout**

Plan how to present your exhibition. This will depend on the information you want to convey. Find the best layout that works for you and your content!
- 4. Use visual styles effectively**

When words are not enough, use images and visual cues to help you explain the topic clearly and connect better with your audience.
Plan the order.
Practice your presentation.
Don't include lots of text.

Ready?

Look at your audience. Use your voice and body. Don't speak too fast.
List the contents.
Grab the audience's attention.

Self-assessment target

*
You will draw a spot in the point in which the line of the criteria joins the circle of the mark.



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

SESSION 5. ANNEX II

(The same as in Session 3, Annex VIII)

SESSION 5. ANNEX III

PREPARING ORAL EXPOSITIONS

<u>GROUP CHECKLIST:</u> In our oral expositions...	✓	✗
We introduce ourselves, our names and our group's name.		
We talk about the objective for our bug hotel.		
We mention the materials used to build it.		
We mention the names of the bugs expected to come to our bug hotel, because of the materials used.		
We take turns and divide the amount of information to be explained.		
We plan our exposition carefully with the help of substitution tables.		
We carry out our cooperative roles correctly.		
We revise every item that should be included in our exposition before starting.		

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Images taken from Creative Commons



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

SESSION 5. ANNEX IV

TEACHER'S ASSESSMENT RUBRIC

Cooperative activities: COOPERATIVE ROLES DURING THE CANVA

Student: _____

ITEMS TO BE ASSESSED	4	3	2	1
Contribution to the group goals	Works actively towards group goals; accepts and fulfills individual role inside the cooperative group	Works towards group goals; but not so consistently all the time; accepts and fulfills individual roles within the group.	Works toward group goals with occasional prompting; sometimes, lacks effort regarding the role assigned.	Works toward group goals only when prompted.
Consideration of the other group components	Shows sensitivity to the feelings and learning needs of others; always encourages participation of others.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Shows sensitivity to the feelings of others.	Needs reminders to be sensitive to the feelings of others.
Contribution of knowledge about the topic	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contributes information to the group only when prompted.
Quantity of work and quality sharing	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
TOTAL SCORE				



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

SESSION 5. ANNEX V

SELF-ASSESSMENT

ORAL EXPOSITION GENERAL PERFORMANCE

	VERY GOOD	GOOD	COULD DO BETTER
Collecting useful information	I collected <u>a lot of</u> useful information 6 - 5	I collected <u>some</u> information 4 - 3	I collected <u>a little</u> information 2 - 1
Sharing ideas	I <u>always</u> shared my ideas 6 - 5	I <u>sometimes</u> shared my ideas 4 - 3	I shared <u>little</u> information 2 - 1
Carrying out my role and cooperating	I carried out my role <u>every time</u> 6 - 5	I <u>occasionally</u> forgot my role 4 - 3	I <u>rarely</u> carry out my role 2 - 1
Listening to the other members	I listened to others <u>all the time</u> 6 - 5	I listened to others <u>from time to time</u> 4 - 3	I <u>hardly ever</u> listened to others 2 - 1
Completing tasks	I made an effort to do the task <u>at all times</u> 6 - 5	I <u>sometimes</u> made an effort to do the task 4 - 3	I <u>seldom</u> made an effort to do the task 2 - 1

Created by Laura Morales & Rosa M Anguita



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

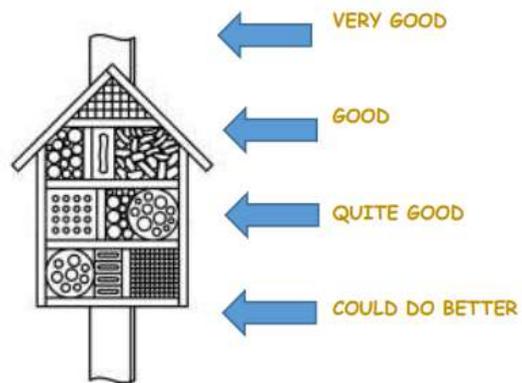
SESSION 5. ANNEX VI

PEER ASSESSMENT

ORAL EXPOSITIONS GENERAL PERFORMANCE

Colour this picture taking into account your peers' performance during the oral expositions and its preparation (how he/she worked in groups, sharing ideas, collaboration,...)

PEER 1 (NAME):



SESSION 6: ANNEX I

RUBRIC from the Google Classroom - Class 5th



"The Bug Hotel" - Rubric

CONTENT					75
ROOKIE 1 pt Hard understanding of the topic.	BEGINNER 2 pts Understands a bit of the topic.	INTERMEDIATE 3 pts Shows a good understanding of parts of the topic.	EXPERT 4 pts Shows a good understanding of the topic.	MASTER 5 pts Shows a full understand of the topic.	
LANGUAGE					75
ROOKIE 1 pt Uses simple words that everyone understands or over-complicated grammar structures which no-one can follow.	BEGINNER 2 pts Uses few vocabulary a doesn't include any vocabulary related to the content.	INTERMEDIATE 3 pts Includes few vocabulary and only one grammar structure.	EXPERT 4 pts Uses only one or two grammar structures and vocabulary but not define them.	MASTER 5 pts Uses grammar structures and specific vocabulary appropriately for the audience and related to the content.	
COMPREHENSION					75
ROOKIE 1 pt Little understands bugs need a place to shelter during the cold seasons.	BEGINNER 2 pts Understands bugs need a place to shelter during the autumn and winter.	INTERMEDIATE 3 pts Understands the importance of building bug hotels.	EXPERT 4 pts Understands the importance of taking care of our tiny garden neighbours and the sense of building bug hotels.	MASTER 5 pts Understands the importance of taking care of our tiny garden neighbours and the sense of building bug hotels that inspires to learn about the natural world around them.	
ENTHUSIASM					75
ROOKIE 1 pt Very little interest and the personal work needs to improve in terms of collaboration and cooperation.	BEGINNER 2 pts Collaborates but seems somewhat faked because doesn't generate much interest in the topic being presented.	INTERMEDIATE 3 pts Collaborates and cooperates following his/her role inside the group.	EXPERT 4 pts His/her personal work is effective in terms of collaboration and cooperation. Accomplishes his/her role inside the group.	MASTER 5 pts His/her personal work is effective in terms of collaboration and cooperation. Accomplishes his/her role inside the group. Strong interest and enthusiasm about the topic and the use of	



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

SESSION 6, ANNEX II: Project Tips (the same as Session 5, annex I)

Project Tips*

*
You are going to organize the exhibition of your bug hotel project.

- 1. Focus on the topic: "The bug hotel"**

Work in a small group. Assign a role to each person. Write what you want to explain about your hotel. Include information about the insects that could shelter; the location and materials.
- 2. Create an outline**

Map out each step from start to end. This will help you decide which information is essential or not.
- 3. Be creative with the layout**

Plan how to present your exhibition. This will depend on the information you want to convey. Find the best layout that works for you and your content!
- 4. Use visual styles effectively**

When words are not enough, use images and visual cues to help you explain the topic clearly and connect better with your audience.

Plan the order.
Practice your presentation.
Don't include lots of text.

Ready?

Look at your audience. Use your voice and body. Don't speak too fast.
List the contents.
Grab the audience's attention.

Self-assessment target

*
You will draw a spot in the point in which the line of the criteria joins the circle of the mark.



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

SESSION 6, ANNEX III

PADLET

ACTIVITY 1: GARDEN - INSECTS STORMING
 Activity you are investigate what me to our school Use this Jamboard er identify them.

ACTIVITY 2: TRIP TO OUR NEIGHBORHOOD TO LOOK FOR BUG HOTELS NEARBY.
 Self-assessment tool
 QUIZZZ
 quizizz.com

ACTIVITY 3: LET'S BUILD A BUG HOTEL FOR...
 In this activity you are going to decide where and how to build the hotel, choosing the best zone in the garden, listing the material/s and selecting the bug or bugs. Use this "Mentimeter" to vote the best place for your bug hotel.

ACTIVITY 4: BUILDING OUR BUG HOTEL.
 Let's remember! photos insects
 Now give your opinion in your group about the materials you will need to build your bug hotel. This substitution table will help you.
 Let's build!! we are in the garden,....

ACTIVITY 5: PRESENTATION WORKS.
 Follow the instructions of canva. Checklist and comments.
 Peer assessment and self assessment
 Mentimeter

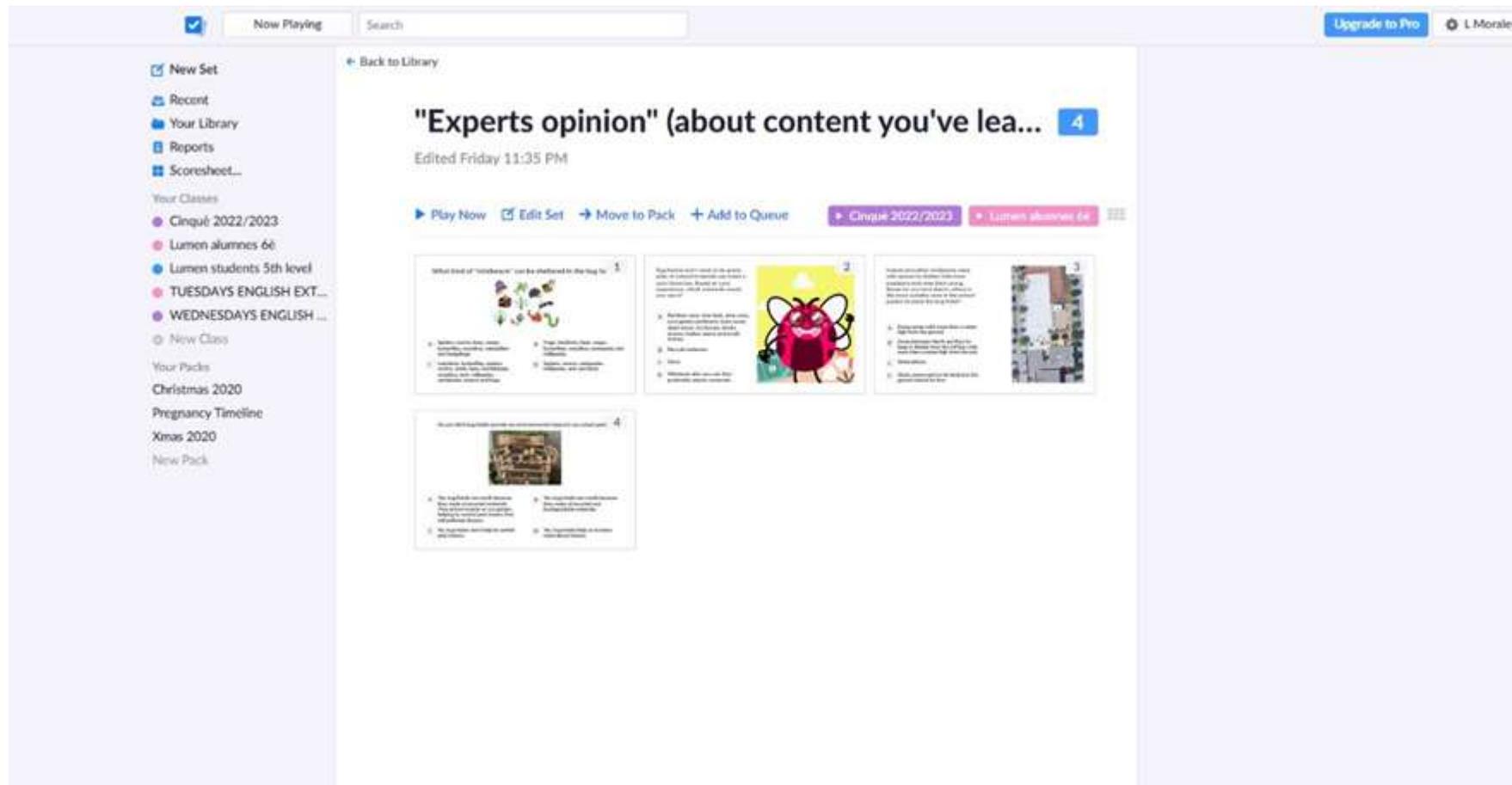
ACTIVITY 6: ASSESS OUR WORK.
 you have learnt about bug hotels.
 3. In this activity you are going to rate which activity you like the most.
 Mentimeter



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

SESSION 6: ANNEX IV

[PLICKERS QUIZ](#) - ASSESSMENT TOOL (AT)



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

SEE SESSION 6, ANNEX V

[\(the same as Session 6, Annex V\)](#)



SESSION 6: ANNEX VI: SELF-ASSESSMENT: ["Let's grade ourselves"](#)

 Mentimeter



LET'S GRADE OURSELVES

1. Have I contributed to use the best materials for the bug o bugs selected in my group.

0 10

2. I have used the structure of my personal role inside my group.

0 10

3. I have used the specific vocabulary and structures regarding bugs and materials .

0 10

4. My personal was work effective in terms of collaboration and cooperation.

0 10

5. I have understood the importance of taking care of our tiny garden neighbours and the sense of building bug hotels.

0 10

6. I have known the best areas to settle down the bug hotels in our school garden.

0 10

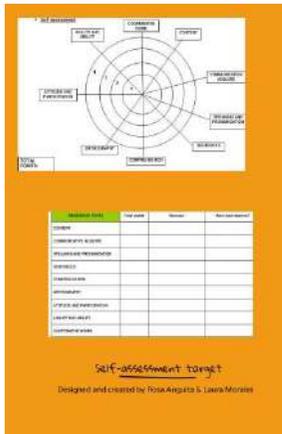
7. I'm able to identify, at least, two of the insects that are living in our school garden.

0 10



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

SESSION 6, ANNEX VII AND ANNEX VIII: [Diana d'avaluació \(Bullseye\)](#) - [SELF-ASSESSMENT TARGET](#)

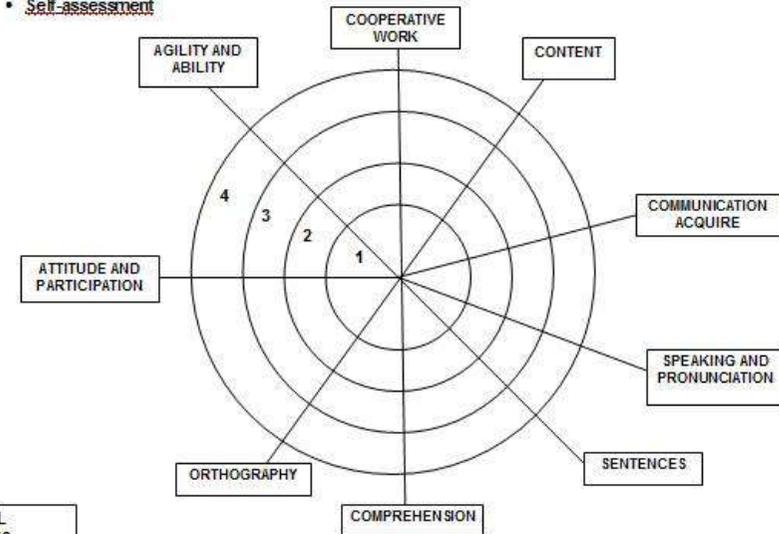


Reflection chart

REASONING POINTS	Total points	Reasons	How I can improve?
CONTENT			
COMMUNICATIVE ACQUIRE			
SPEAKING AND PRONUNCIATION			
SENTENCES			
COMPREHENSION			
ORTHOGRAPHY			
ATTITUDE AND PARTICIPATION			
AGILITY AND ABILITY			
COOPERATIVE WORK			

TOTAL POINTS:

Self-assessment



SESSION 6: ANNEX IX

[MENTIMETER](#) - "Which activity do you like the most?" - ASSESSMENT TOOL (METACOGNITION)



Which activity is the winner?

ACTIVITY 1: JAMBOARD - INSECTS BRAINSTORMING

ACTIVITY 2: THE TRIP AROUND THE SCHOOL NEIGHBORHOOD TO FIND SOME BUGS HOTEL.

ACTIVITY 3: LET'S BUILD A BUG HOTEL FOR...

ACTIVITY 4: BUILDING OUR BUG HOTEL

ACTIVITY 5: PRESENTATION WORKS

ACTIVITY 6: ASSESSMENT TOOLS

Submit



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

SESSION 6: ANNEX X

Parental consent



Reglament de protecció de dades (informació bàsica)

En compliment de la normativa de protecció de dades personals, us informem que les dades del menor a qui vostè representa seran incorporades al tractament denominat "**Bug Hotel Project**", la finalitat del qual és la participació en el projecte de col·laboració escolar.

Jo, pare/ mare o tutora legal de l'alumne/a:

..... del curs de 5è de l'**Escola LUMEN** dono el meu consentiment per a l'emmagatzematge de les dades del meu fill/a a l'entorn del projecte : fotografies, vídeos i gravacions online. Així com la difusió dins les xarxes socials relacionades amb el projecte "THE BUG HOTEL".

Signatura pare/mare/tutor:

DNI:

Terrassa, 1 de març del 2023



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

Rosa Anguita & Laura Morales

SESSION 1. ANNEX II

THE SCHOOL OUT (SEEN FROM ABOVE - GOOGLE MAPS)



Rosa Anguita & Laura Morales

SESSION 1. ANNEX III SUBSTITUTION TABLE

EXPRESSING THEIR FINDINGS/COMPARING AND CONTRASTING

In area number 1	I				ant/s 	
In area number 2			can	find	ladybug/s	
In area number 3	we	<u>also</u>		a		<u>too.</u>
In area number 4	you			an	grasshopper/s	
In area number 5			can't	some		
In area number 6	everyone			any	spider/s 	<u>as well.</u>
In area number 7	nobody			see	wasp/s 	
In area number 8						

In area number 1	I				bee/bees 	
In area number 2				find	butterfly/ies	<u>too.</u>
In area number 3	we	<u>also</u>	can	a		
In area number 4	you			an	caterpillar/s	
In area number 5				some	snail/s 	<u>as well.</u>
In area number 6	everyone		can't	any	worm/s 	
In area number 7	nobody			see		
In area number 8						

Rosa Anguita & Laura Morales

SESSION 1. ANNEX IV TEACHER'S OBSERVATION CHECKLIST

"THINK-PAIR-SHARE" COOPERATIVE ACTIVITY

PLACE: SCHOOL GARDEN

STUDENT:	Outperforms	Completely succeeds	Mostly succeeds	Occasionally succeeds	Seldom succeeds
Understands the instructions for the task	5	4	3	2	1
Is knowledgeable about the content	5	4	3	2	1
Is enthusiastic about the task	5	4	3	2	1
Speaks confidently and clearly	5	4	3	2	1
Uses a variety of structures regarding the interactional language for the session	5	4	3	2	1
Makes stimulating and challenging comments, achieving active students' involvement	5	4	3	2	1
Holds attention all through the task	5	4	3	2	1
Uses effectively the map and the substitution table	5	4	3	2	1
Shows respect	5	4	3	2	1
Works cooperatively	5	4	3	2	1

Individual Teacher's Observation Checklist

Created by Laura Morales & Rosa M Anguita

Rosa Anguita & Laura Morales

SESSION 1. ANNEX V

COLLABORATIVE JAMBOARD SCREENSHOT - CREATED BY ROSA M. ANGUITA & LAURA MORALES

DISCOVERING INSECTS IN OUR SCHOOL GARDEN

Every Spring, new bugs come to live in our school garden. We can see them fly around, jump, crawl,... we can even see them build their houses.

We will try to identify all the bugs that come to our gardens.



Rosa Anguita & Laura Morales

SESSION 2. ANNEX I STUDENTS' OBSERVATION CHECKLIST

Tick the materials that you can see inside the bug hotel:



bamboo cane



dead wood



plastic



dry leaves



recycled glass



bricks



tree bark



cork



pine cone



straw



corrugated cardboard



bore wood



recycled batteries

Rosa Anguita & Laura Morales

SESSION 2. ANNEX II **COMPARING AND CONTRASTING:** TRIP TO OUR NEAREST BUG HOTELS

In our bug hotel	I we you everyone nobody	could couldn't	see	bamboo cane/s  drilled log/s  decaying wood 
In our bug hotel	I we you everyone nobody	could couldn't	observe	brick/s  straw  corrugated board/s  stone/s  pine cones  bark  dry leaf/ves and grass 

Rosa Anguita & Laura Morales

SESSION 2. ANNEX III - QUIZZZ CREATED BY ROSA ANGUITA



<https://quizizz.com/join/game/U2FsdGVkX19vez8YadaymlW%252FHGGztg5BX4Gvyp6m43cDH%252BpOnh2VFWM%252FSopUEY15?gameType=solo>

Generació Plurilingüe 2 (GEP) 2022-2023

Rosa Anguita & Laura Morales

SESSION 3. ANNEX I - MENTIMETER CREATED BY LAURA MORALES



What is the best location for our bug hotels?

Zone 1

Zone 2

Zone 3

Zone 4

Zone 5

Zone 6

Zone 7

Zone 8

Submit

Rosa Anguita & Laura Morales

SESSION 3. ANNEX II - TEXT

CREATING A BUG HOTEL STEP BY STEP

What is a bug hotel?

A bug hotel is a structure created by humans to provide shelter mainly for insects and other minibugs such as snails, little worms or spiders. They can have a variety of shapes and sizes depending on the specific purpose or specific bug. Most of them consist of several different sections that provide insects and bugs with nesting facilities - particularly during winter. To sum up, bug hotels provide shelter during the colder winter months and insects can have a dry place to lay their eggs and create new nests sites for spring.



What are the main purposes when building a bug hotel?

There are different purposes when building a bug hotel. Bug hotels benefit lots of different types of bugs and insects such as ladybirds, bees, spiders,... So, bugs can use bug hotels as a safe space to shelter and hibernate, lay their eggs, raise their young, and seek refuge to be safe from predators.



Example of ladybird bug hotel



Example of bee bug hotel

Rosa Anguita & Laura Morales

What is the best location for a bug hotel?

The best location for a bug hotel is a warm and sheltered place, preferably facing the sunlight.

A bug hotel should be in place for only one or two seasons. After this time, all the materials have to be replaced in spring. It is important that it is clean for the next year to avoid mould, mites and parasites.



What insects will visit my bug hotel?

Depending on the materials used, bug hotels can receive the visit of different bugs. Every species has its own preferences regarding materials. For example, solitary bees (pollinators) prefer hollow bamboo canes and stems. Ladybirds love dry leaves, sticks, straw and pinecones,... Regarding centipedes, millipedes or beetles, for example, prefer decaying deadwood sticks and loose bark. Ants, worms and snails prefer dry dead leaves and decayind dead wood.

The important thing is that bugs feel comfotable and also safe from their specific predators.

Rosa Anguita & Laura Morales



Common bug hotel designed for different bugs

Is there any environmental impact?

Insect hotels are generally thought to be a positive force in restoring or maintaining wild pollinator populations, especially native bees. Insect hotels are especially thought to be a valuable resource for insects that have had their primary natural habitat destroyed. By placing insect hotels in your garden, you will notice an increase in beneficial insects appearing. For example, you will see more butterflies and bees that will help pollinate your flowering plants. Predator bugs such as ladybugs living in your insect hotel will address any pest problems you may have.

Text adapted by Laura Morales & Rosa M Anguita from Wipipedia.org https://en.wikipedia.org/wiki/Insect_hotel

Rosa Anguita & Laura Morales

SESSION 3. ANNEX III - JIGSAW GROUP 1

CREATING A BUG HOTEL STEP BY STEP

GROUP 1

What is a bug hotel?

A bug hotel is a structure created by humans to provide shelter mainly for insects and other minibugs such as snails, little worms or spiders.



They can have a variety of shapes and sizes depending on the specific purpose or specific bug. Most of them consist of several different



sections that provide insects and bugs with nesting facilities - particularly during winter.

To sum up, bug hotels provide shelter during the colder winter months and insects can have a dry place to lay their eggs and create new nests sites for spring.



Rosa Anguita & Laura Morales

SESSION 3. ANNEX IV - JIGSAW GROUP 2

CREATING A BUG HOTEL STEP BY STEP

GROUP 2

What are the main purposes when building a bug hotel?

There are different purposes when building a bug hotel. Bug hotels benefit lots of different types of bugs and insects such as ladybirds, bees, spiders,...



So, bugs can use bug hotels as a safe space to shelter and hibernate, lay their eggs, raise their young, and seek refuge to be safe from predators.

Rosa Anguita & Laura Morales

SESSION 3. ANNEX V - JIGSAW GROUP 3

CREATING A BUG HOTEL STEP BY STEP

GROUP 3

What is the best location for a bug hotel?

The best location for a bug hotel is a warm and sheltered place, preferably facing the sunlight.



A bug hotel should be in place for only one or two seasons. After this time, all the materials have to be replaced in spring.



It is important that it is clean for the next year to avoid mold, mites and parasites.

Rosa Anguita & Laura Morales

SESSION 3. ANNEX VI - JIGSAW GROUP 4

CREATING A BUG HOTEL STEP BY STEP

GROUP 4

What insects will visit my bug hotel?

Depending on the materials used, bug hotels can receive the visit of different bugs. Every species has its own preferences regarding materials.



For example, solitary bees (pollinators) prefer hollow bamboo canes and stems. Ladybirds love dry leaves, sticks, straw and pine cones,... Regarding centipedes, millipedes or beetles, for example, prefer decaying deadwood sticks and loose bark. Ants, worms and snails prefer dry dead leaves and decaying dead wood. The important thing is that bugs feel comfortable and also safe from their specific predators.



Rosa Anguita & Laura Morales

SESSION 3. ANNEX VII - JIGSAW GROUP 5

CREATING A BUG HOTEL STEP BY STEP

GROUP 5

Is there any environmental impact?

Insect hotels are generally thought to be a positive force in restoring or maintaining wild pollinator populations, especially native bees.



Insect hotels are especially thought to be a valuable resource for insects that have had their primary natural habitat destroyed. By placing

insect hotels in your garden, you will notice an increase in beneficial insects appearing.



For example, you will see more butterflies and bees that will help pollinate your flowering plants. Predator bugs such as ladybugs living in your insect hotel will address any pest problems you may have.

Rosa Anguita & Laura Morales

SESSION 3. ANNEX VIII - ROLES CREATED BY ROSA M. ANGUITA & LAURA MORALES

<https://drive.google.com/file/d/1PQ9nbtziJ8m1fe7xv17uL04haNX-C K/view>

ROLES

Cooperative activity: Jigsaw Reading ang group of experts

<p>ENCOURAGER</p> <p>Come on! Hurry up! Let's explain the main ideas of this text! Have you understood the main ideas of this text? We have to make this text shorter. Let's explain this text with our own words.</p>	<p>TIME KEEPER</p> <p>Let's start, please! We only have some minutes left. We have to hurry up! We have _____ minutes to finish.</p>
<p>SCRIBE</p> <p>I'll write the main ideas down. Now that I have the main ideas written and summarized, I'll read them aloud. Do you want me to add any more information? Is everything well written and explained? Would you change anything?</p>	<p>VOICE MONITOR</p> <p>Be quiet, please! Focus on this task! If there's no silence, we won't finish! Come on! You shouldn't be talking right now!</p>

Rosa Anguita & Laura Morales

SESSION 3. ANNEX IX - SUBSTITUTION TABLE

<https://drive.google.com/file/d/18eoATDuWW95dvVEH9Jx28JCt007GevvZ/view>

Cooperative activity: GROUP OF EXPERTS

EXCHANGE OF INFORMATION SUBSTITUTION TABLE

The main idea in my text	talks is	about	the best materials used in bug hotels. the possible bugs that we can find in a bug hotel. the best locations for a bug hotel. the environmental impact of bug hotels. the main purposes of a bug hotel.	For example,.... To sum up,.... This is the summary of my group:...
The essential point/s in my text	deals deal	with	the best materials used in bug hotels. the possible bugs found inside a bug hotel. the best locations for a bug hotel. the environmental impact of a bug hotel. the main purposes of a bug hotel.	For example,.... To sum up,.... This is the summary of my group:...

After the third column, children are asked to reproduce the main ideas gathered by their prior groups regarding their part of the text. They try to summarize the information. They can ask for help at any time to their own group mates or the teacher.

Rosa Anguita & Laura Morales

SESSION 3. ANNEX X - ROLES

<https://drive.google.com/file/d/1PQ9nbztziJ8m1fe7xv17uL04haNX-C K/view>

ENCOURAGER	TIME KEEPER
Come on! Hurry up! Let's explain the main ideas of this text! Have you understood the main ideas of this text? We have to make this text shorter. Let's explain this text with our own words.	Let's start, please! We only have some minutes left. We have to hurry up! We have _____ minutes to finish.
SCRIBE	VOICE MONITOR
I'll write the main ideas down. Now that I have the main ideas written and summarized, I'll read them aloud. Do you want me to add any more information? Is everything well written and explained? Would you change anything?	Be quiet, please! Focus on this task! If there's no silence, we won't finish! Come on! You shouldn't be talking right now!

Rosa Anguita & Laura Morales

SESSION 3. ANNEX XI - INTERACTIVE LANGUAGE

OPINION SUBSTITUTION TABLE: LISTING THE MATERIALS FOR OUR BUG HOTELS

<p>In my opinion,</p> <p>From my point of view,</p> <p>As far as I can see,</p>	<p>it'd be a good idea to list down</p>	<p>the following material/s:</p>	<p>bamboo cane sticks corrugated cardboard bark bore wood straw pebbles logs with drilled holes dry leaves/grass</p>
	<p>I think/believe</p> <p>As I see it,</p>	<p>the best material/s to list down for our bug hotels</p>	<p>is</p> <p>are</p>
<p>can</p> <p>should</p>			<p>be</p>

Rosa Anguita & Laura Morales

AGREEMENT SUBSTITUTION TABLE

I	agree	with	this	material	,	because	bugs ants ladybugs beetles bees wasps caterpillar	like it/them
	don't agree		these	materials				don't like it/them
				bamboo cane sticks corrugated cardboard bark bore wood straw pebbles logs with drilled holes dry leaves/grass				
	would prefer	bamboo cane sticks corrugated cardboard bark bore wood straw pebbles logs with drilled holes dry leaves/grass				, because	bugs ants ladybugs beetles bees wasps caterpillar	like it/them don't like it/them

Rosa Anguita & Laura Morales

SESSION 3. ANNEX XII

TEACHER'S ASSESSMENT RUBRIC

Cooperative activities: JIGSAW READING AND COOPERATIVE ROLES

Student: _____

ITEMS TO BE ASSESSED	4	3	2	1
Contribution to the group goals	Works actively towards group goals; accepts and fulfills individual role inside the cooperative group	Works towards group goals; but not so consistently all the time; accepts and fulfills individual roles within the group.	Works toward group goals with occasional prompting; sometimes, lacks effort regarding the role assigned.	Works toward group goals only when prompted.
Consideration of the other group components	Shows sensitivity to the feelings and learning needs of others; always encourages participation of others.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Shows sensitivity to the feelings of others.	Needs reminders to be sensitive to the feelings of others.
Contribution of knowledge about the topic	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contributes information to the group only when prompted.
Quantity of work and quality sharing	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
TOTAL SCORE				

Rosa Anguita & Laura Morales

SESSION 3. ANNEX XIII - MENTIMETER

<https://www.menti.com/altk3e5yxbdd>



How did I do? Did I listen and follow directions?
Did my performance reflect my knowledge?
Did I do my best working cooperatively?

Very Good

Good

Pretty Good

Could do better

Submit



Rosa Anguita & Laura Morales

SESSION 4. ANNEX I - IMAGES - Images taken from Creative Commons

BUILDING OUR BUG HOTELS STEP BY STEP

REMEMBER!



SOLITARY BEES: BAMBOO CANE AND DRILLED LOGS

LADYBIRDS: LEAVES, STRAW, PINECONES



CENTIPEDES, MILLIPEDES, BEETLES: BARK, DECAYING WOOD

ANTS, WORMS, SNAILS: LEAVES, DECAYING WOOD



Rosa Anguita & Laura Morales

SESSION 4. ANNEX II - ROLES

<p>ENCOURAGER</p>	<p>TIME KEEPER</p>
<p>Come on! Hurry up! Let's explain the main ideas of this text! Have you understood the main ideas of this text? We have to make this text shorter. Let's explain this text with our own words.</p>	<p>Let's start, please! We only have some minutes left. We have to hurry up! We have _____ minutes to finish.</p>
<p>SCRIBE</p>	<p>VOICE MONITOR</p>
<p>I'll write the main ideas down. Now that I have the main ideas written and summarized, I'll read them aloud. Do you want me to add any more information? Is everything well written and explained? Would you change anything?</p>	<p>Be quiet, please! Focus on this task! If there's no silence, we won't finish! Come on! You shouldn't be talking right now!</p>

Rosa Anguita & Laura Morales

SESSION 4. ANNEX III - INTERACTIONAL LANGUAGE - OPINION SUBSTITUTION TABLE

<p>In my opinion,</p> <p>From my point of view,</p> <p>As far as I can see,</p>	<p>it'd be a good idea to list down</p>	<p>the following material/s:</p>		<p>bamboo cane</p> <p>sticks</p> <p>corrugated cardboard</p> <p>bark</p> <p>bore wood</p> <p>straw</p> <p>pebbles</p> <p>logs with drilled holes</p> <p>dry leaves/grass</p>
	<p>I think/believe</p> <p>As I see it,</p>	<p>the best material/s to list down for our bug hotels</p>	<p>is</p>	<p>bamboo cane</p> <p>sticks</p> <p>corrugated cardboard</p> <p>bark</p> <p>bore wood</p> <p>straw</p> <p>pebbles</p> <p>logs with drilled holes</p> <p>dry leaves/grass</p>
<p>are</p>			<p>can</p> <p>should</p>	

Rosa Anguita & Laura Morales

SESSION 4. ANNEX IV. AGREEMENT SUBSTITUTION TABLE

I	agree	with	this	material	,	because	bugs ants ladybugs beetles bees wasps caterpillar	like it/them
	don't agree		these	materials				don't like it/them
				bamboo cane sticks corrugated cardboard bark bore wood straw pebbles logs with drilled holes dry leaves/grass	,			
	would prefer	bamboo cane sticks corrugated cardboard bark bore wood straw pebbles logs with drilled holes dry leaves/grass				, because	bugs ants ladybugs beetles bees wasps caterpillar	like it/them don't like it/them

Rosa Anguita & Laura Morales

SESSION 4. ANNEX V - CHECKLIST

TEACHER'S OBSERVATION CHECKLIST

BUILDING THEIR BUG HOTELS COOPERATIVE ACTIVITY (garden)

MEMBERS OF THE GROUP - - - - - STUDENT: _____	Outperforms	Completely succeeds	Mostly succeeds	Occasionally succeeds	Seldom succeeds
Understands the instructions for the task	5	4	3	2	1
Is enthusiastic about the task with challenging, stimulating comments	5	4	3	2	1
Uses a variety of structures regarding the interactional language for the session	5	4	3	2	1
Is actively and involved in the task	5	4	3	2	1
Shows respect	5	4	3	2	1
Works cooperatively	5	4	3	2	1
Holds attention all through the task	5	4	3	2	1

MEMBERS OF THE GROUP - - - - - STUDENT: _____	Outperforms	Completely succeeds	Mostly succeeds	Occasionally succeeds	Seldom succeeds
Understands the instructions for the task	5	4	3	2	1
Is enthusiastic about the task with challenging, stimulating comments	5	4	3	2	1
Uses a variety of structures regarding the interactional language for the session	5	4	3	2	1
Is actively and involved in the task	5	4	3	2	1
Shows respect	5	4	3	2	1
Works cooperatively	5	4	3	2	1
Holds attention all through the task	5	4	3	2	1

MEMBERS OF THE GROUP - - - - - STUDENT: _____	Outperforms	Completely succeeds	Mostly succeeds	Occasionally succeeds	Seldom succeeds
Understands the instructions for the task	5	4	3	2	1
Is enthusiastic about the task with challenging, stimulating comments	5	4	3	2	1
Uses a variety of structures regarding the interactional language for the session	5	4	3	2	1

SESSION 4. ANNEX VI

Rosa Anguita & Laura Morales

SELF-ASSESSMENT AND PEER-ASSESSMENT RUBRICS

HOW DID I DO?

How did I do? <u>NAME:</u> <u>GROUP:</u>	Very good 4 	Good 3 	Pretty good 2 	Could do better 1 
I listened to and followed directions				
My performance reflects exactly what I have learned				
I checked my work continuously				
I worked cooperatively with others				
I did my best				

PEER-ASSESSMENT

How did my partner do? <u>NAME:</u> <u>GROUP:</u>	Very good 4 	Good 3 	Pretty good 2 	Could do better 1 
He/She listened to and followed directions				
His/her performance reflects exactly what we have learned				
He/She checked his/her work continuously				
He/She worked cooperatively with others				
He/She did his/her best				

Rosa Anguita & Laura Morales

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He/She listened to and followed directions				
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Rosa Anguita & Laura Morales

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His/her performance reflects exactly what we have learned				
He/She checked his/her work continuously				
He/She worked cooperatively with others				
He/She did his/her best				

Self-assessment and peer-assessment

Created by Rosa M Anguita & Laura Morales

Rosa Anguita & Laura Morales

SESSION 5. ANNEX I - PROJECT TIPS

Project Tips *

You are going to organize the exhibition of your bug hotel project.

- 1. Focus on the topic: "The bug hotel!"**
 - Work in a small group. Assign a role to each person. Write what you want to explain about your hotel. Include information about the insects that could shelter; the location and materials.
- 2. Create an outline**
 - Map out each step from start to end. This will help you decide which information is essential or not.
- 3. Be creative with the layout**
 - Plan how to present your exhibition. This will depend on the information you want to convey. Find the best layout that works for you and your content!
- 4. Use visual styles effectively**
 - When words are not enough, use images and visual cues to help you explain the topic clearly and connect better with your audience.
 - Plan the order.
 - Practice your presentation.
 - Don't include lots of text.

Ready?

- Look at your audience.
- Use your voice and body.
- Don't speak too fast.
- List the contents.
- Grab the audience's attention.

Self-assessment target

You will draw a spot in the point in which the line of the criteria joins the circle of the mark.

Rosa Anguita & Laura Morales

SESSION 5. ANNEX II - ROLES

<p>ENCOURAGER</p>	<p>TIME KEEPER</p>
<p>Come on! Hurry up! Let's explain the main ideas of this text! Have you understood the main ideas of this text? We have to make this text shorter. Let's explain this text with our own words.</p>	<p>Let's start, please! We only have some minutes left. We have to hurry up! We have _____ minutes to finish.</p>
<p>SCRIBE</p>	<p>VOICE MONITOR</p>
<p>I'll write the main ideas down. Now that I have the main ideas written and summarized, I'll read them aloud. Do you want me to add any more information? Is everything well written and explained? Would you change anything?</p>	<p>Be quiet, please! Focus on this task! If there's no silence, we won't finish! Come on! You shouldn't be talking right now!</p>

Rosa Anguita & Laura Morales

SESSION 5. ANNEX III - CHECKLIST

PREPARING ORAL EXPOSITIONS

<u>GROUP CHECKLIST: In our oral expositions...</u>		
We introduce ourselves, our names and our group's name.		
We talk about the objective for our bug hotel.		
We mention the materials used to build it.		
We mention the names of the bugs expected to come to our bug hotel, because of the materials used.		
We take turns and divide the amount of information to be explained.		
We plan our exposition carefully with the help of substitution tables.		
We carry out our cooperative roles correctly.		
We revise every item that should be included in our exposition before starting.		

Created by Laura Morales & Rosa M. Anguita

Images taken from Creative Commons

Rosa Anguita & Laura Morales

SESSION 5. ANNEX IV - RUBRIC CREATED BY ROSA M. ANGUITA & LAURA MORALES

TEACHER'S ASSESSMENT RUBRIC

Cooperative activities: COOPERATIVE ROLES DURING THE CANVA

Student: _____

ITEMS TO BE ASSESSED	4	3	2	1
Contribution to the group goals	Works actively towards group goals; accepts and fulfills individual role inside the cooperative group	Works towards group goals; but not so consistently all the time; accepts and fulfills individual roles within the group.	Works toward group goals with occasional prompting; sometimes, lacks effort regarding the role assigned.	Works toward group goals only when prompted.
Consideration of the other group components	Shows sensitivity to the feelings and learning needs of others; always encourages participation of others.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Shows sensitivity to the feelings of others.	Needs reminders to be sensitive to the feelings of others.
Contribution of knowledge about the topic	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contributes information to the group only when prompted.
Quantity of work and quality sharing	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
TOTAL SCORE				

Rosa Anguita & Laura Morales

SESSION 5. ANNEX V - SELF-ASSESSMENT CREATED BY ROSA M. ANGUITA & LAURA MORALES

SELF-ASSESSMENT

ORAL EXPOSITION GENERAL PERFORMANCE

	VERY GOOD	GOOD	COULD DO BETTER
Collecting useful information	I collected <u>a lot of</u> useful information 6 - 5	I collected <u>some</u> information 4 - 3	I collected <u>a little</u> information 2 - 1
Sharing ideas	I <u>always</u> shared my ideas 6 - 5	I <u>sometimes</u> shared my ideas 4 - 3	I shared <u>little</u> information 2 - 1
Carrying out my role and cooperating	I carried out my role <u>every time</u> 6 - 5	I <u>occasionally</u> forgot my role 4 - 3	I <u>rarely</u> carry out my role 2 - 1
Listening to the other members	I listened to others <u>all the time</u> 6 - 5	I listened to others <u>from time to time</u> 4 - 3	I <u>hardly ever</u> listened to others 2 - 1
Completing tasks	I made an effort to do the task <u>at all times</u> 6 - 5	I <u>sometimes</u> made an effort to do the task 4 - 3	I <u>seldom</u> made an effort to do the task 2 - 1

Created by Laura Morales & Rosa M Anguita

Rosa Anguita & Laura Morales

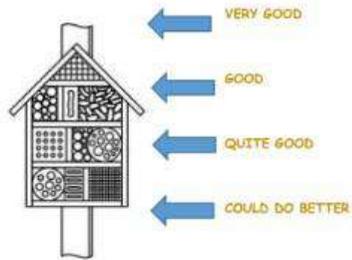
SESSION 5. ANNEX VI - PEER ASSESSMENT CREATED BY ROSA M. ANGUITA & LAURA MORALES.

PEER ASSESSMENT

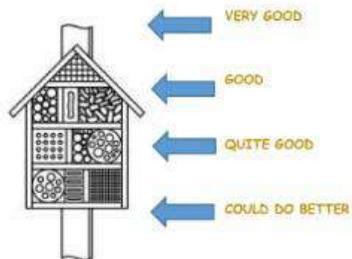
ORAL EXPOSITIONS GENERAL PERFORMANCE

Colour this picture taking into account your peers' performance during the oral expositions and its preparation (how he/she worked in groups, sharing ideas, collaboration,...)

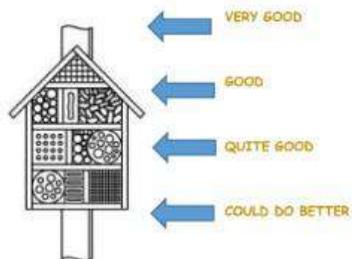
PEER 1 (NAME):



PEER 2 (NAME):



PEER 3 (NAME):



Rosa Anguita & Laura Morales

SESSION 6. ANNEX I - RUBRIC

"The Bug Hotel" - Rubric

/20

CONTENT					/5
<p>ROOKIE 1 pt</p> <p>Hard understanding of the topic.</p>	<p>BEGINNER 2 pts</p> <p>Understands a bit of the topic.</p>	<p>INTERMEDIATE 3 pts</p> <p>Shows a good understanding of parts of the topic.</p>	<p>EXPERT 4 pts</p> <p>Shows a good understanding of the topic.</p>	<p>MASTER 5 pts</p> <p>Shows a full understand of the topic.</p>	
LANGUAGE					/5
<p>ROOKIE 1 pt</p> <p>Uses simple words htat everyone understands or over-complicated grammar structures which no-one can follow.</p>	<p>BEGINNER 2 pts</p> <p>Uses few vocabulary a doesn't include any vocabulary related to the content.</p>	<p>INTERMEDIATE 3 pts</p> <p>includes few vocabulary and only one grammar structure.</p>	<p>EXPERT 4 pts</p> <p>Uses only one or two grammar structures and vocabulary but not define them.</p>	<p>MASTER 5 pts</p> <p>Uses grammar structures and specific vocabulary appropriately for the audience and related to the content.</p>	
COMPREHENSION					/5
<p>ROOKIE 1 pt</p> <p>Little understands bugs need a place to shelter during the cold seasons.</p>	<p>BEGINNER 2 pts</p> <p>Understands bugs need a place to shelter during the autumn and winter.</p>	<p>INTERMEDIATE 3 pts</p> <p>Understands the importance of building bug hotels.</p>	<p>EXPERT 4 pts</p> <p>Understands the importance of taking care of our tiny garden neighbours and the sense of building bug hotels.</p>	<p>MASTER 5 pts</p> <p>Understands the importance of taking care of our tiny garden neighbours and the sense of building bug hotels that inspires to learn about the natural world around them.</p>	
ENTHUSIASM					/5
<p>ROOKIE 1 pt</p> <p>Very little interest and the personal work needs to improve in terms of collaboration and cooperation.</p>	<p>BEGINNER 2 pts</p> <p>Collaborates but seems somewhat faked because doesn't generate much interest in the topic being presented.</p>	<p>INTERMEDIATE 3 pts</p> <p>Collaborates and cooperates following his/her role inside the group.</p>	<p>EXPERT 4 pts</p> <p>His/her personal work is effective in terms of collaboration and cooperation. Acomplishes his/her role inside the group.</p>	<p>MASTER 5 pts</p> <p>His/her personal work is effective in terms of collaboration and cooperation. Acomplishes his/her role inside the group. Strong interest and enthusiasm about the topic and the use of</p>	

Rosa Anguita & Laura Morales

ANNEX 6. ANNEX II- PROJECT TIPS

Project Tips *

You are going to organize the exhibition of your bug hotel project.

- 1. Focus on the topic: "The bug hotel"**
Work in a small group. Assign a role to each person. Write what you want to explain about your hotel. Include information about the insects that could shelter; the location and materials.
- 2. Create an outline**
Map out each step from start to end. This will help you decide which information is essential or not.
- 3. Be creative with the layout**
Plan how to present your exhibition. This will depend on the information you want to convey. Find the best layout that works for you and your content!
- 4. Use visual styles effectively**
When words are not enough, use images and visual cues to help you explain the topic clearly and connect better with your audience. Plan the order. Practise your presentation. Don't include lots of text.

Ready?

Look at your audience. Use your voice and body. Don't speak too fast. List the contents. Grab the audience's attention.

Self-assessment target

You will draw a spot in the point in which the line of the criteria joins the circle of the mark.

Rosa Anguita & Laura Morales

SESSION 6. ANNEX III - PADLET AS COOPERATIVE WORK

The Padlet board is titled "THE BUG HOTEL - LUMEN - GEP 22-23" and is created by Teacher Laura. It features several activity cards and digital resources:

- ACTIVITY 1: GARDEN - INSECTS STORMING**
- ACTIVITY 2: TRIP TO OUR NEIGHBORHOOD TO LOOK FOR BUG HOTELS NEARBY.** Includes a "Self-assessment tool" from Quizizz and a link to a Jamboard.
- ACTIVITY 3: LET'S BUILD A BUG HOTEL FOR...** Includes instructions on how to build the hotel, a Mentimeter voting link, and a text resource from Tramsum.
- ACTIVITY 4: BUILDING OUR BUG HOTEL.** Includes instructions to take photos of insects and build the hotel, and a link to a substitution table.
- ACTIVITY 5: PRESENTATION WORKS.** Includes instructions to follow Canva instructions and use peer assessment.
- ACTIVITY 6: ASSESS OUR WORK.** Includes instructions to rate activities and a Mentimeter link.

The board also includes a "Substitution table" and a "Mentimeter" poll titled "Which activity is the winner?". The poll options are:

- ACTIVITY 1: GARDEN - INSECTS STORMING
- ACTIVITY 2: TRIP TO OUR NEIGHBORHOOD TO LOOK FOR BUG HOTELS NEARBY
- ACTIVITY 3: LET'S BUILD A BUG HOTEL FOR...
- ACTIVITY 4: BUILDING OUR BUG HOTEL
- ACTIVITY 5: PRESENTATION WORKS
- ACTIVITY 6: ASSESS OUR WORK

The board is displayed on a desktop browser window with a toolbar at the bottom showing files like "giphy.gif", "bughotelpicture.jpg", and "SESSION 5 ANNEX...pdf".

Rosa Anguita & Laura Morales

SESSION 6. ANNEX IV - **PLICKERS AS ASSESSMENT TOOL**

Now Playing Search Upgrade to Pro L Morales

Back to Library

"Experts opinion" (about content you've lea... 4

Edited Friday 11:35 PM

Play Now Edit Set Move to Pack Add to Queue Cinquè 2022/2023 Lumen alumnes 6è

What kind of "minibeasts" can be sheltered in the bush? 1



A Spiders, worms, ants, bees, butterflies, cicadas, caterpillars and pupae.
B Frogs, ladybirds, bees, moths, butterflies, woodlice, centipedes and millipedes.
C Ladybirds, butterflies, spiders, worms, snails, snail, earthworms, woodlice, ants, millipedes, centipedes, snails and pupae.
D Frogs, ladybirds, bees, moths, butterflies, woodlice, centipedes and millipedes.

Bug homes don't need to be great, just a natural material can make a cozy home for them. Based on your experience, which materials would you use? 2



A Dried grass, tree bark, pine cones, crumpled cardboard, bare wood, oak wood, dry leaves, sticks, straw, hollow stems and soil worms.
B Recycle batteries.
C Glass.
D White material like cotton wool - polyester plastic material.

Insects and other minibeasts need safe spaces to shelter. How can predators and other minibeasts be kept away from the bush? 3



A Dig up some soil from the garden and use it to make a mound.
B Cover the bush with a net.
C Dig up some soil from the garden and use it to make a mound.
D Dig up some soil from the garden and use it to make a mound.

Do you think ladybugs provide any environmental benefits to our world? 4



A Yes, ladybugs are useful because they eat other insects. They also help to control pest insects that will damage plants.
B No, ladybugs are not useful because they eat other insects and they are not useful.
C Yes, ladybugs help to control pest insects.
D No, ladybugs help to control pest insects.

CREATED BY ROSA M. ANGUITA & LAURA MORALES.

Rosa Anguita & Laura Morales

SESSION 6. ANNEX V - PADLET AS COOPERATIVE WORK.

The screenshot shows a Padlet board titled "THE BUG HOTEL - LUMEN - GEP 22-23" by Teacher Laura. The board features several activity cards and digital resources:

- ACTIVITY 1: GARDEN - INSECTS STORMING**
- ACTIVITY 2: TRIP TO OUR NEIGHBORHOOD TO LOOK FOR BUG HOTELS NEARBY.** Includes a "Self-assessment tool" with a Quizizz logo and a link to play multiplayer quizzes.
- ACTIVITY 3: LET'S BUILD A BUG HOTEL FOR...** Includes text: "In this activity you are going to decide where and how to build the hotel, choosing the best zone in the garden, listing the material/s and selecting the bug or bugs. Use this 'Mentimeter' to vote the best place for your bug hotel." and a "Voting" card with a Mentimeter logo.
- ACTIVITY 4: BUILDING OUR BUG HOTEL.** Includes text: "Let's remember! photos insects" and "Now give your opinion in your group about the materials you will need to build your bug hotel. This substitution table will help you." and a "Let's build!! we are in the garden,...." card.
- ACTIVITY 5: PRESENTATION WORKS.** Includes text: "Follow the instructions of canva. Checklist and comments." and "Peer assessment and self assessment".
- ACTIVITY 6: ASSESS OUR WORK.** Includes text: "you have learnt about bug hotels." and a screenshot of a Plickers poll. Below it is a Mentimeter poll titled "Which activity is the winner?" with options: ACTIVITY 1: GARDEN - INSECTS STORMING, ACTIVITY 2: TRIP TO OUR NEIGHBORHOOD TO LOOK FOR BUG HOTELS NEARBY, ACTIVITY 3: LET'S BUILD A BUG HOTEL FOR..., ACTIVITY 4: BUILDING OUR BUG HOTEL, ACTIVITY 5: PRESENTATION WORKS, and ACTIVITY 6: ASSESS OUR WORKS.

The board also includes a "Substitution table" and a "Trasum" card. The bottom of the screen shows a file explorer with files like "giphy.gif", "bughotelpicture.jpg", and "SESSION 5 ANNEX...pdf".

Rosa Anguita & Laura Morales

SESSION 6. ANNEX VI - MENTIMETER AS A TOOL FOR RATING THE STUDENTS' PROGRESS.



LET'S GRADE OURSELVES

1.I have contributed to use the best materials for the bug o bugs selected in my group.



2. I have used the structure of my personal role inside my group.



3. I have used the specific vocabulary and structures regarding bugs and materials .



4.My personal work was effective in terms of collaboration and cooperation.



5. I have understood the importance of taking care of our tiny garden neighbours and the sense of building bug hotels.



6.I have known the best areas to settle down the bug hotels in our school garden.



7. I'm able to identify, at least, two of the insects that are living in our school garden.

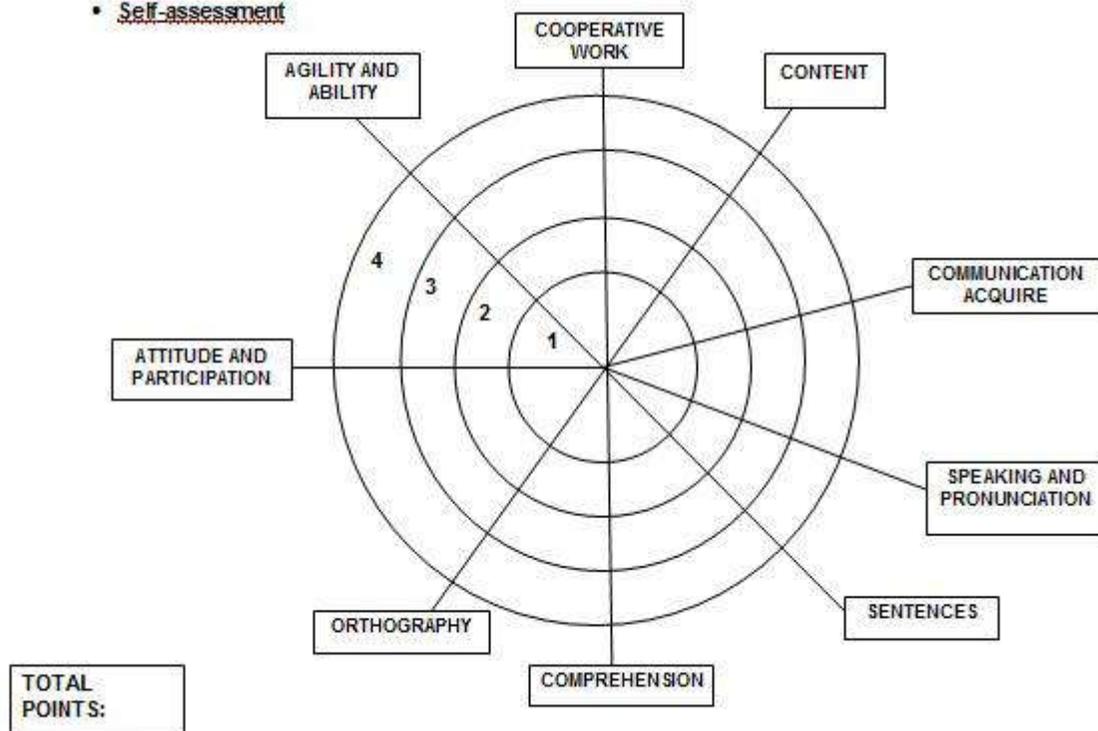


Submit

Rosa Anguita & Laura Morales

SESSION 6. ANNEX VII - DIANA D'AVALUACIÓ (BULLSEYE)

- Self-assessment



Rosa Anguita & Laura Morales

SESSION 6. ANNEX VIII - SELF ASSESSMENT

REASONING POINTS	Total points	Reasons	How I can improve?
CONTENT			
COMMUNICATIVE ACQUIRE			
SPEAKING AND PRONUNCIATION			
SENTENCES			
COMPREHENSION			
ORTHOGRAPHY			
ATTITUDE AND PARTICIPATION			
AGILITY AND ABILITY			
COOPERATIVE WORK			

Rosa Anguita & Laura Morales

SESSION 6. ANNEX IX - SURVEY CREATED BY ROSA M. ANGUITA & LAURA MORALES.

WHICH ACTIVITY IS THE WINNER?



Which activity is the winner?

- ACTIVITY 1: JAMBOARD - INSECTS BRAINSTORMIG
- ACTIVITY 2: THE TRIP AROUND THE SCHOOL NEIGHBORHOOD TO FIND SOME BUGS HOTEL.
- ACTIVITY 3: LET'S BUILD A BUG HOTEL FOR...
- ACTIVITY 4: BUILDING OUR BUG HOTEL
- ACTIVITY 5: PRESENTATION WORKS
- ACTIVITY 6: ASSESSMENT TOOLS

Submit

Rosa Anguita & Laura Morales

SESSION 6. ANNEX X - PARENTAL CONSENT



Reglament de protecció de dades (informació bàsica)

En compliment de la normativa de protecció de dades personals, us informem que les dades del menor a qui vostè representa seran incorporades al tractament denominat "**Bug Hotel Project**", la finalitat del qual és la participació en el projecte de col·laboració escolar.

Jo, pare/ mare o tutora legal de l'alumne/a:

..... del curs de 5è de **l'Escola LUMEN** dono el meu consentiment per a l'emmagatzematge de les dades del meu fill/a a l'entorn del projecte : fotografies, videos i gravacions online. Així com la difusió dins les xarxes socials relacionades amb el projecte "THE BUG HOTEL".

Signatura pare/mare/tutor:

DNI:

Terrassa, 1 de març del 2023