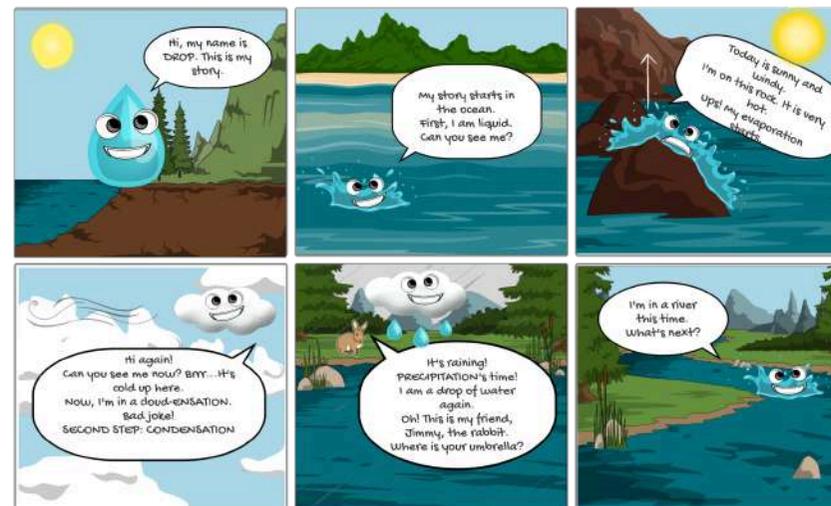


# Why does it rain? (2nd edition)

GEP1: 2023-24



Create your own at [Storyboard That](https://www.storyboardthat.com/)

**Angeleta Ferrer**

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<b>TASK 2 : READING &amp; WRITING AND ASSESSMENT IN CLIL</b>	
<b>TITLE OF THE LESSON OR TOPIC</b>	<b>Why does it rain? (second edition)</b>
<b>AUTHORSHIP</b>	<b>Maria Fernández Ribera</b>
<b>SCHOOL</b>	<b>Angeleta Ferrer</b>
<b>COURSE / YEAR / GRADE</b>	<b>Year 3</b>
<b>TIMING</b>	<b>2 sessions (1h30') Those sessions follow Task 1.</b>
<b>COLLABORATION WITH...</b>	
<b>OBJECTIVES OF THE SESSION</b>	<ul style="list-style-type: none"> <li>● <b>Read and understand how the water cycle works by means of a storyboard.</b></li> <li>● <b>Recognize and talk about the weather.</b></li> <li>● <b>Identify states of water.</b></li> <li>● <b>Become familiar with the structure of an instructive text (experiment).</b></li> <li>● <b>Use linkers and key words in order to complete an instructive text (COL: linkers&amp;verbs).</b></li> </ul>



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



<p><b>SHORT DESCRIPTION OF THE SESSION</b></p>	<p><b>WHY DOES IT RAIN?</b> <i>These two sessions follow task 1 and the implementation of the experiment Ss did after Task 1: It's raining in a bowl. Now, students will read about the cycle of water. That's the knowledge they need in order to understand the experiment they did. After that, they will report their own experiment. T could swap or change the order of these two sessions.</i></p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SESSION 1</p>	<p><b>Activity 1</b></p>	<p><b>LEARNING CORNERS (25')</b>                  In order to settle SS's knowledge about the water cycle, they are going to read a comic: <i>Drop's journey</i>. Before they read, they are going to play five different games. It would be like "Learning corners":</p> <ol style="list-style-type: none"> <li>1. <u><a href="#">Jumping cards</a></u>: T makes a "road" made with vocabulary flashcards. Ss will jump on the flashcard and say the word at the same time.</li> <li>2. <u><a href="#">Let's sort the story</a></u>: Ss should order the comic strips without reading just having a look at the pictures. Once they have finished, they will check the solution.</li> <li>3. <u><a href="#">The odd one out</a></u>: I'll give them different titles and they have to tick the odd one out. Which title is not ok? After that, Ss will make up one title for the story. This learning corner will have a tablet to check words with <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>4. <u><a href="#">Matching game</a></u>: Ss should match pictures and definitions (worksheet)  <u><a href="#">Interactive game</a></u> (tablet game)</li> <li>5. <u><a href="#">What's the weather?</a></u> (worksheet)</li> </ol>
	<p><b>Activity 2</b></p>	<p><b>Let's read (40')</b>                  1st.T reads the <u><a href="#">STORYBOARD</a></u>. All the Ss will watch a big version of this storyboard on the Smartboard. After that, T reads a comic strip and Ss repeat.</p>



		<p>2nd. Then, Ss will work in <a href="#">collaborative teams</a>. One/two of them will become DROP and the others will make the special effects. Ss can use a microphone, tablet, random stuff...</p> <p>3rd. Each collaborative team will read in front of their colleagues.</p> <p>4th. Ss work in collaborative teams. They record their voice while they read the comic strips. One or two of them could be Drop and the other pair could choose the special effects with the Audacity programme. After that, T inserts audio by means of a link in the google doc.</p>
	<p><b>Activity 3</b></p>	<p><b>After-reading (10'+10')</b></p> <p>1. <b>Hot-seat (10')-Whole group activity</b> (one student facing the rest of Ss with the comic, Ss facing the board. I display a comic strip and, by means of popsicle sticks, I choose one of the SS who perform what is going on in that comic strip. The student on the hot-seat should guess the right comic strip).</p> <p>2. <a href="#">Interactive worksheet</a> (Choose the right answer and fill the blanks)-Collaborative teams Ss will work in collaborative teams again. Each team will have a tablet. They will use the <i>ROUNDING TABLET technique</i>. (Student 1 read the question/Student 2 and 3 Answer the question/ Student 4 Check. Once they have solved the first question, they will change roles). Ss will be able to find this worksheet in their Classroom as well.</p> <p><b>Exit ticket:</b> Each S must fill his/her own exit ticket before going out of class. (5')</p>
<p>S E S S I O N</p>	<p><b>Activity 1</b></p>	<p><b>WELCOME TO OUR LAB TIME! (15')</b> T appears as a crazy scientist and makes children put on their gloves. It's time to sing: <a href="https://www.youtube.com/watch?v=DChofjUH488/">THE SCIENTIFIC METHOD RAP: https://www.youtube.com/watch?v=DChofjUH488/</a> <a href="https://www.gonoodle.com/videos/ywegzX/think-like-a-scientist">https://www.gonoodle.com/videos/ywegzX/think-like-a-scientist</a> They have sung this song before and Ss can use the worksheet <a href="#">WORDS SONG</a>.</p> <p><b>WHAT A MESS! (25')-Whole group activity/Pre-writing task</b> Use the photos T has taken from the session Ss performed the experiment IT'S RAINING IN A BOWL. T asks Ss: Do you remember? Let's check. T prints one set of photos and sticks them on the white board out of order. <a href="#">Each photo</a> has the</p>



2		<p><a href="#">instruction</a> which defines it. T uses the popsicle sticks with Ss names. Ss should use the instruction written on the photo for naming it and try to order. T helps Ss with the words Ss don't know how to pronounce. Classmates could help his/her chosen colleague with the AIR TECHNIQUE (When a S doesn't know the solution or he/she is not sure about an answer, his/her colleagues could help him/her by "blowing" the solution in a low voice).</p> <p>NOTE: Ss already know prepositions but we could refresh its knowledge by means of the <a href="#">ON/IN/UNDER/BY song</a>. This song has hand movements which help Ss to remember prepositions.</p>
	Activity 2	<p><b>LET'S WRITE (40')</b></p> <p>Ss report the experiment IT'S RAINING IN A BOWL. They will always have the photos with instructions on the whiteboard as a good helper. Ss have a <a href="#">REPORT TEMPLATE</a> with three levels and they fill it step by step.</p> <ol style="list-style-type: none"> <li>1. <a href="#">TOOLS BOX</a>: Wordsearch and matching task. Once Ss have completed it, they could write down tools in the box named MATERIALS in the experiment report template.</li> <li>2. INSTRUCTIONS: There are three different difficulty levels: A) EASY (Cut out and <a href="#">match photos</a> with linkers), B) INTERMEDIATE (match photo and instruction+choose linkers) and C) PRO (complete sentence with verbs and linkers). They work in collaborative teams with the PENCIL IN THE MIDDLE technique.</li> </ol> <p>LANGUAGE SUPPORT AND EXTRA TASK: <a href="#">Ordinal numbers</a>.</p>
	Activity 3	<p><b>Check list:</b> Each student fills in the checking list. There are self/co/teachers' evaluation.</p>
	In terms of academic content, what are the students learning and what are they learning to do?	<ul style="list-style-type: none"> <li><input type="checkbox"/> They learn how to plan an experiment: make questions, use tools in a safe way, analyze results and report them.</li> <li><input type="checkbox"/> They learn about the states of water and the cycle of water.</li> <li><input type="checkbox"/> They learn how to report an experiment.</li> </ul>



<p>In terms of language, what are the students practicing or learning to do?</p>	<ul style="list-style-type: none"> <li>• How to build up steps or instructions: Put the water into the bowl.</li> <li>• VOCABULARY: water, liquid, gas, solid, evaporation, condensation, precipitation. All the vocabulary used in our experiment.</li> <li>• The use of linkers: First, second, then, after that...</li> <li>• Ordinal numbers</li> <li>• Prepositions</li> <li>• Weather vocabulary</li> <li>• Imperative form</li> </ul>
<p>In what way is this lesson plan a good example of what we learnt in the GEP course modules?</p>	<ul style="list-style-type: none"> <li>• Students are presented with varied input (audiovisual, written, hands on...).</li> <li>• Students work in collaborative teams, pairs and big group. They will use collaborative techniques such as ROUNDING TABLET (Session 1-Activity 3) and PENCIL IN THE MIDDLE (Session 2-Activity 2).</li> <li>• Activities are meaningful and get them motivated.</li> <li>• Both language and content are important.</li> <li>• Students are provided with scaffolding tools in order to construct meaning: body language, songs, TPR technique, image support...</li> <li>• There are pre-reading and after reading tasks.</li> <li>• COL is taken into account and well-defined.</li> </ul>
<p>Other important information</p>	<p>Task 1 and 2 are linked. In the middle of both tasks, Ss perform the experiment IT'S RAINING IN A BOWL.</p>

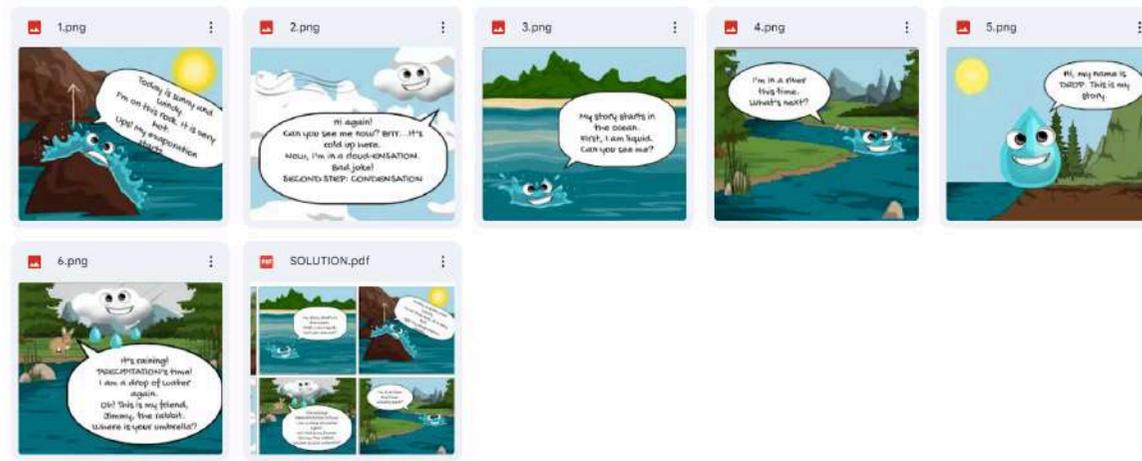


# ANNEXES (paste here all the materials, handouts, pictures, worksheets, language support, etc.)

## SESSION 1

### ACTIVITY 1: LEARNING CORNERS

1.  JUMPING CARDS
2.  SORT THE STORY



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



My name is: \_\_\_\_\_  
Today is: \_\_\_\_\_

**THE ODD ONE OUT**

This story hasn't got a TITLE.

✓ Tick the odd one out. Which one is not OK?

Drop's journey

The water cycle

The rain and the rabbit

Weather and water

**INVENT A TITLE**

\_\_\_\_\_

3.  ODD ONE OUT.pdf

4. MATCHING GAME  definitions.pdf AND [INTERACTIVE GAME](#)



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



## 5. WHAT'S THE WEATHER LIKE? WORKSHEET

### ACTIVITY 2: STORYBOARD



Create your own at Storyboard That

### ACTIVITY 3:

INTERACTIVE WORKSHEET: <https://app.wizer.me/learn/JPTYSR>



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





EXIT TICKET:  **Exit Ticket .pdf**

<div data-bbox="226 651 600 1121"><p>Name: _____</p></div> <div data-bbox="271 1137 551 1206"><p>Draw a picture of DROP. IT'S PRECIPITATION TIME!</p></div>	<div data-bbox="685 676 1355 1078"><p>WHAT'S NEXT? <i>How is Drop's story going on (CONTINUE)?</i></p><ul style="list-style-type: none"><li>a) PRECIPITATION</li><li>b) EVAPORATION</li><li>c) CONDENSATION</li></ul></div> <div data-bbox="757 1098 1279 1198"><h1>Exit Ticket</h1></div>	<div data-bbox="1429 740 1868 1018"><p>I understand today's lesson!</p></div>
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Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clils/>



## SESSION 2

### Activity 1:

**Welcome to our lab time!**

Video: [The scientific method rap](#)

Worksheet: [THE SCIENTIFIC METHOD RAP](#)

Worksheet: [Words song](#)

**What a mess!**

Photos:  PHOTOS OUT OF ORDER

Instructions:  PHOTO-WORD.pdf

This is an example of how the photo will be seen by the Students.



The words cards:

FILL BOWL WITH WATER

HEAT WATER

ADD SALT

STIR WITH A SPOON 

 On In Under By Song and More | 39mins Song Collection for Kids



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

Activity 2:

Let's write:

EXPERIMENT TEMPLATE.pdf

C

### IT'S RAINING IN A BOWL

MY EXPERIMENT

MATERIALS			
1	4	8	
2	5	9	
3	6		
	7		

VERBS: place heat put (x3) LINKERS: After that, third, fifth, then, second, finally, fourth  
out cover add

STEPS:

First, fill the bowl with water.

\_\_\_\_\_ the water in the microwave and \_\_\_\_\_ it.

\_\_\_\_\_ salt into the water. \_\_\_\_\_ it with a spoon.

\_\_\_\_\_ a small glass in the bowl.

\_\_\_\_\_ the bowl with plastic film.

\_\_\_\_\_ out the plastic film with scissors.

\_\_\_\_\_ a rubber band around the bowl.

\_\_\_\_\_ three ice cubes on the plastic film.

B

### IT'S RAINING IN A BOWL

MY EXPERIMENT

MATERIALS			
1	4	8	
2	5	9	
3	6		
	7		

LINKERS: After that, third, fifth, then, second, finally, fourth

STEPS

First, fill the bowl with water.

\_\_\_\_\_ put the water in the microwave and heat it.

\_\_\_\_\_ add salt into the water. Stir it with a spoon.

\_\_\_\_\_ put a small glass in the bowl.

\_\_\_\_\_ cover the bowl with plastic film.

\_\_\_\_\_ cut out the plastic film with scissors.

\_\_\_\_\_ put a rubber band around the bowl.

\_\_\_\_\_ place three ice cubes on the plastic film.

A

### IT'S RAINING IN A BOWL

MY EXPERIMENT

MATERIALS			
1	4	8	
2	5	9	
3	6		
	7		

STEPS:

FIRST,

SECOND,

THIRD,

FOURTH,

FIFTH,

AFTER THAT,

THEN,

FINALLY,

Photos: PHOTOS INTERMEDIATE-EASY.pdf



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



Language support (ordinal numbers):  ORDINAL NUMBERS.pdf

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Ordinal numbers

Look at the numbers and write the words in the correct place.

First	Second	Third	Fourth	Fifth
One	Two	Three	Four	Five
1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
7 <sup>TH</sup>	8 <sup>TH</sup>	9 <sup>TH</sup>		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>		
<input type="text"/>	<input type="text"/>	<input type="text"/>		

### Activity 3:

Checking list.  CHECKING LIST.pdf

## My Reading & Writing Checklist

Task	My Check	Team's Check	Teacher's Check
I participate in the LEARNING CORNERS 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put my voice in the STORYBOARD 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I answer my Worksheet worksheet 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write all the tasks needed for my experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use the right linkers in my experiment report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use the right verbs in my experiment report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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



## SELF ASSESSMENT CHECKLIST

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. <b>Support</b> is provided to help students read and understand texts.	YES
2. <b>Before-, during- and after-</b> reading activities are prepared.	YES
3. The materials use <b>visuals</b> to support comprehension.	YES
4. The writing process takes place in <b>joint collaboration</b> with the teacher (modelling)	YES
5. <b>Support</b> is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	YES
6. The teacher uses different strategies to help students <b>throughout the process</b> of reading and writing	YES
7. The teacher has <b>previously predicted the language</b> the students will need when carrying out the different tasks successfully and, therefore, is aware of the <b>content-obligatory language</b> .	YES
8. At least 1 <b>type of assessment</b> is included (self-assessment, teacher assessment or co-assessment)	YES



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9. At least 1 type of <b>assessment tool</b> is used during the sessions (rubric, digital app, checklist, personal dossier...)	YES
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