



UNIVERSIDAD DE JAÉN



UNIVERSIDAD DE CÓRDOBA

Master's Dissertation/
Trabajo Fin de Máster

THE MULTIPLE INTELLIGENCES THEORY, CLIL AND LIFELONG LEARNING: A DIDACTIC PROPOSAL FOR THE ENGLISH CLASS

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*It is not how smart you are that matters, what
really counts is how you are smart*
Howard Gardner

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ABSTRACT

This dissertation intends to contrast traditional approaches of teaching with student-centred models that place an emphasis on the students' interests and needs. Moreover, I have attempted to highlight the importance to implement the Multiple Intelligences theory developed by Howard Gardner and to integrate key elements of CLIL methodology —more specifically in the last two CLIL sessions that integrate the content of the Natural Sciences subject— in order to achieve positive outcomes in the teaching and learning process. In the didactic proposal of this dissertation all the sessions have one or two intelligences as the main target/s in order to facilitate learning in eight different ways and address diversity, increasing the students' strengths and improving their weaknesses. The tasks proposed aim to provide meaningful learning experiences and strengthen students' motivation through engaging activities that contribute to lifelong learning and ameliorate the acquisition of cognitive skills through scaffolding and the use of ICT resources. The didactic unit plan tries to address the demands of 21st century society and the foreign language acquisition in all the skills in order to help students become competent language learners.

Key words: English as a Foreign Language; traditional teaching; Student-centred methodologies; Multiple Intelligences; Content and Language Integrated Learning (CLIL); Scaffolding; Cognitive skills; Information and Communication Technologies (ICT).

1. THEORETICAL FRAMEWORK

1.1. Introduction

We are living times of significant change in education and new pedagogical models of teaching are emerging in response to the educational needs and current challenges that the 21st century society is facing. Fostering the acquisition of cognitive skills, developing interpersonal and communication skills, promoting critical thinking, using new technologies, enhancing collaboration and aiming for a more individualised education are some of the elements that need to be considered to ensure high quality in education nowadays, as opposed to traditional methods which have been used for a considerable number of years but are no longer effective.

What pedagogy experts and educators call a traditional class has been widely accepted as the type of classroom-setting and lessons that our school systems were thought to have inherited from the post-industrial educational programme from the 19th in Europe (Van Damme, 2016). In this traditional model, students are mere receivers of information and contents delivered by their teachers; these contents were rigorously structured and planned in a syllabus to be completed by the end of the school year. Moreover, students were seen as part of a homogenous group and their personal traits and talents were not seen as an important factor. This type of drip-feeding instruction was mostly based on listening to the teacher delivering the contents that needed to be acquired and apply them in repetitive exercises. The repetitive practice of exercises was thought to facilitate memorization and ensure retention of contents to help students perform successfully in tests. Hence, one of the golden rules of this conventional approach was to provide learners with the necessary training to achieve a good performance on certain tasks and assignments without considering their aspirations or interests. What is more, there were few or no opportunities for interaction with peers and this contributed to creating a more passive learner profile. As a matter of fact, other downsides of the lack of interaction was the scarce opportunities to use language for its main purpose which is communication and also to develop social skills. Therefore, the use of traditional methodologies has been a barrier to fully develop students' potential and accommodate their needs, personal choices and motivations to the school context.

There can be no doubt that the context in which the traditional educational approach arose has changed and, for this reason, new pedagogical paradigms are appearing to move towards more student-centred methodologies which certainly can have more positive outcomes.

Promoting a shift of focus from fixed teacher-centred approaches has been one of the first steps.

1.2. From teacher-centred to student-centred models

The teacher-centred perspective from which education has been looked at for a very long time has changed progressively. Student-centred approaches have emerged to promote a fruitful learning environment where students' personal growth and professional development are one of the main desired outcomes of the learning process. Likewise, their individual talents need to be nurtured in order to achieve their full potential and prepare them for the opportunities and challenges in their lives. There is no doubt that placing a focus on the student is the path to succeed in education, having not only a positive impact on students' academic achievements but also on their motivation and engagement.

In consequence, the teacher's role is recalibrated as they are no longer the central point of the teaching and learning process, changing from being donors of knowledge to becoming facilitators of learning who guide, support and empower students to control their own learning process, placing emphasis on learners. In order to help students exploit their full potential and develop their cognitive skills, one of the main duties of teachers—who adopt a more passive but vital role in the class—is to place students in learning situations where they can be given the opportunity to think critically, solve problems, formulate and justify decisions and experiment, among others. The chief purpose of placing the learner at the centre of any teaching and learning programme is simple: if students learn to find solutions to problems, think critically or create within the classroom, they will be able to do the same in real life or in a working environment when they grow up. In other words, we will be equipping our students with the necessary tools to be competent learners so that they can face real life in a variety of scenarios and respond to the future demands and challenges of a rapidly growing knowledge society. That is to say, to promote lifelong learning.

1.3. Different models to teach English as a foreign language

New educational methods and approaches have arisen with the aim of improving both teaching and learning, especially within the field of teaching English as a foreign language (TEFL) which has been subject to immense change, particularly during the twentieth century. As stated by Hilgendorf (2012), language-teaching methods are the set of teaching practices

and approaches that materials instructors use to facilitate foreign-language (FL) learning. There have been some milestones in the development of this research-field which have placed the focus on finding the most optimal methods, reflecting the continuous commitment to designing efficient and effective methodologies for teaching English. Thus, the traditional method in the area of language teaching, known as the Grammar- Translation method, needs to be highlighted as it is a model whose characteristics are still part of current teaching methods. For instance, one of its main features is the importance given to grammar acquisition, which is still the main focus in language classes in some schools nowadays. It is very likely that the relatively easy implementation of this method to learn a foreign language by raising students' metalinguistic awareness through grammar learning and using translation to dismiss misconceptions in meaning are some of the reasons for its popularity.

The Grammar-translation Method encompasses a diverse range of approaches but, in general terms, there are some clear features which are shared. Alluding to some of its more definable characteristics, Freeman (2000) explains that foreign language study is seen as a mental discipline and its main goal is to read written literature in the foreign language, learning about grammar rules and vocabulary and translating texts from one language to another, providing students with a good mental exercise, which is evident due to the memorisation required and effort to recall and apply the grammatical rules. Moreover, the teacher is the authority in the classroom and there is no initiative taken by the student or peer-interaction. What is more, the means of instruction is generally the mother tongue, which shows that the language is not learned in an adequate context as it is rather unnatural. This methodology is still somehow used in a great number of schools, since students learn lists of vocabulary, translate from one language to another and learn grammar deductively, which has caused a negative impact on learners' motivation and attitude towards the foreign language.

After the Grammar-translation Method, other approaches emerged to reform educational practices. This is the case of more modern approaches such as the Direct Method and the Audio- lingual Method whose methodologies intend to acquire grammatical rules avoiding memorisation as well as draw attention to oral skills. The Direct Method, associated with Francois Gouin and Charles Berlitz in the late 1800s, caused a radical change in the field of foreign language teaching as it appeared to replace the Grammar- translation Method. As opposed to the latter, grammar is taught inductively, primacy is given to the spoken word and second language learning was similar to the first language acquisition. In addition to this, neither the mother tongue nor translation was used in class. However, it was not practical for classroom settings. Alternatively, the Audio- lingual Method, which was the main second

language teaching method used in the United States between 1947- 1967, finds its origins in Skinner's principles of behaviour theory. In this method, learning is a product of habit formation and students are expected to reproduce the native- like model used by teachers by listening to them, performing dialogues and drilling more complex sentences and words to improve pronunciation. In addition to these characteristics, this method enhances grammar acquisition by ensuring that learners can understand examples in which the grammatical structures are used. Nevertheless, students can get bored easily because of the repetition factor and the lack of its applicability to real life.

Therefore, and with the purpose of replacing the inadequacy of the previous methods, other models were created, which also shared the intention of making students play a more important role and promoting a more suitable and natural learning context to acquire the L2. Some of the methods which have had positive contributions to improving language practice are the Silent Way, Suggestopedia and the Natural Approach. The Silent Way, which was created by Caleb Gattegno in the 1970s, contends that the learner should produce as much language utterances in the L2 as possible in the classroom by discovering and solving problems. It is for this reason that the teacher needs to be as silent as possible. The idea of having less teacher-talk is necessary for students to play a more active role during the lessons and to facilitate interaction with their peers.

Later in the 1970s, Georgi Lozanov introduced Suggestopedia as a method that considered essential to awake students' motivation to enable language learning. Attention to the classroom decoration, lighting, furniture and use of music to create a relaxing learning environment were seen as aspects which would facilitate learning. It goes without saying that the appearance of this last model has highlighted the important role that the learner has in education as it draws attention to the different elements that promote a rich learning environment in detail, caring for their wellbeing and creating more positive attitudes towards learning. However, this model does not have proper procedures to teach the language.

Similarly, the Natural Approach, which was created by Stephen Krashen and Tracy Terrell in the late 1980s, has had important repercussions for this field of study. A prime example of how this approach boosts learning is its acknowledgement of the need to use language for communication. Thus, the foreign language is seen as the vehicle to acquire and assimilate language rules naturally, providing comprehensible input. Despite the beneficial contributions of this method, research shows that providing students with comprehensible input in the linguistic subject seems not to be enough to tackle language deficiencies in our country.

1.4. Content and language integrated learning (CLIL)

One of the student-centred methodologies that have recently emerged and have grown in popularity is Content and Language Integrated Learning (CLIL), which was coined by David Marsh in 1994. This approach is in harmony with broader social views and demands. CLIL is becoming the lever for change and success in second language learning, as a potential solution to tackle language deficiencies in Spain (Pérez Cañado & Ráez Padilla 2015: 1). In fact, as Mehisto (2009) points out, CLIL is the most frequent approach adopted in Spanish contexts.

CLIL includes different models based on the teaching of academic content through a foreign language. Therein lies the distinctiveness of CLIL since it facilitates language acquisition due to the contextualisation of learning, which is similar to the context in which first languages are learnt. Considering the contributions of Marsh and Langé (2000), what is special about CLIL is that it is a dual-focused educational approach in which an additional language is used for teaching and learning both content and language, which definitely broadens the possibilities of learning a foreign language in a more authentic context and closer to the students' reality.

Moreover, Dalton-Puffer et al. (2014: 215) explain that CLIL is considered a content lesson since the content of subjects that are non-linguistic like Natural Science, Social Science or Physical education can be taught in English. What is more, the target language is not only employed to teach new contents but also to communicate during the lessons, heightening the learners' exposure to the foreign language. Furthermore, CLIL is seen as the perfect path to approach both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), due to the natural integration of content and language. This distinction is made by Cummins (1999), who claims that BICS and CALP are the two types of linguistic skills that students must develop. Whereas the former refers to the here-and-now language, which is part of our everyday life and interaction with other people, the latter comprises academic language which falls into a more abstract category and takes longer to master.

1.4.1. CLIL methodology and its theory of learning

One of the ultimate goals of implementing CLIL is to enhance incidental language learning, very similar to what occurs when acquiring the mother tongue. Thereby, it is logical to think that incidental language learning is going to be more likely to happen when learning through different disciplines because there is more exposure to the foreign language. As a matter of fact, supporting traditional language learning which stems from rules memorisation and passive listening cannot encourage academic language development (Short, Vogt and Echevarria 2011).

Furthermore, CLIL makes possible the development of all the skills and language components of the foreign language. In fact, the development of listening and speaking skills is essential because of the use of the foreign language for instruction and communication, as opposed to traditional methods, whose utmost priorities were reading and writing. Along with this idea, Beaten-Beardmore (2009) highlights that CLIL provides other added values. For instance, with regards to the language learnt, as there are more content and language exposure and on cognitive operations, especially for the development of high order skills which contribute to Lifelong learning by creating significant learning opportunities. Some of the conditions that can facilitate students' engagement and make activities meaningful are the following: relevance of the practice activities to the lesson concepts; authenticity and closeness of the learning experiences to students' reality; context-based learning rather than abstract learning and changing grouping configurations as a way to facilitate interaction around key points (Echevarria, Vogt and Short 2007).

1.4.2. The connection between meaningful learning experiences and motivation

High hopes have been pinned on the engagement of students through the meaningful learning experiences that CLIL provides, where students see the contents they are learning as pertinent and valuable in a scenario where they take the centre of the stage and learn actively. According to Marsh and Lange (2000), CLIL can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners, what traditional methods have definitely not achieved.

Thus, there is a clear link between meaningful learning and motivation. As Mehisto, Marsh and Frigols claim "the language, themes and content of classroom lessons must be relevant

and of interest to the students” (2008: 107). What remains unquestionable is that the naturalness that CLIL ensures is one of its core underpinnings, which allows the learning of language and another subject at the same time, boosting learners’ motivation. This fact clearly transpires from the use of learner-centred methodologies that characterises CLIL. Hence, a student-centred educational model favours the realisation of tasks and activities through adequate scaffolding that helps learners become competent enough in the target language to be able to study, work, communicate and function abroad, fostering lifelong learning, nurturing their talents and identifying their weaknesses.

In the light of the ideas examined up to this point finding the most suitable methodology seems to be a challenge, if we want to place the emphasis on the continuing need of modernization and inclusion of learner-centred methodologies in our teaching practice.

1.5. Multiple intelligences theory (MI)

Fuelled by the aforementioned circumstances, we need to acknowledge the Multiples Intelligences (MI) theory as having an exponential uptake across schools. MI theory can effectively fulfil the demands of 21st-century education and can perfectly respond to the individual needs and interests of our students. Indeed, the MI theory is a ground-breaking theory that can contribute positively to the field of education.

The Multiple Intelligences Theory was developed by Howard Gardner, who was the first person to write about different intelligences. In the 1970s, Gardner carried out exhaustive research to investigate the nature of humans’ potential. He stated that “an intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings” (Gardner 2011: xxviii). Thus, every individual can be smart in eight different ways according to the following intelligences: linguistic intelligence (word smart), logical mathematical-intelligence (number smart), spatial intelligence (picture smart), musical intelligence (sound smart), naturalist intelligence (environment smart), bodily- kinaesthetic intelligence (movement smart), interpersonal intelligence (people smart) and intrapersonal intelligence (self smart).¹

¹ A summary of the eight intelligences offered by Armstrong (2009) is provided for a better understanding of each intelligence and its more relevant characteristics, along with the skills each of them involves and the professional careers which the multiple intelligences are more commonly associated with, establishing a connection with lifelong learning. This can be found in the Appendix section, on page 84.

Gardner's studies were extensive and involved careful research with a wide sample of individuals, including gifted children and those who had suffered some kind of pathology or disability. Moreover, he drew on different fields such as genetics, neuroscience and psychology. His well-known book *Frames of Mind: The Theory of Multiple Intelligences* was published for the first time in 1983, providing a potential alternative to the traditional IQ tests that were used to measure people's degree of intelligence, particularly in their linguistic and logical abilities and capacities.

Therefore, the scope of human potential was broadened as Gardner seriously questioned the reliability and effectiveness of measuring intelligence by completing decontextualized tasks that pupils would have never done or chosen to do if they had not been asked to, as it happened with IQ testing. On the contrary, Gardner suggested that intelligence is more closely related to capacities for solving problems and creating products in contextualised and natural settings, which goes hand in hand with the basis of CLIL.

1.5.1. The theory of the multiple intelligences in education

A completely different paradigm for achieving a more individualised student-centred education is at hand because the MI theory is based on the premise that virtually everyone has the capacity to develop eight intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment and instruction (Gardner, 1993). Therefore, teachers can work on the strengths of their students and examine areas needing reinforcement, while avoiding pigeonholing a child in a certain intelligence since some factors could have suppressed the development of other intelligences: historical cultural factors, geographic aspects, situational or familiar elements, access to resources or mentors, among others. For this reason, within Gardner's approach, education becomes a unique invaluable path through which all students can exploit their strengths and turn their weaknesses into strengths regardless of the previous factors. There is no doubt that all students have the right to be provided with experiences that activate and develop all the intelligences.

Systems of instruction which share some of the highlights of this theory deserve a special mention. Thus, Friedrich Froebel, who was the founder of the modern-day kindergarten, designed a curriculum which consisted on hands-on activities with 'manipulatives' (that is, gifts) apart from the performance of other activities, which are a reflection of those tasks that are part of the life in our society such as gardening or caring for animals. Similarly, there have been some innovators over the 20th century that have created systems of instruction in

accordance with MI-like procedures, for instance, Maria Montessori and the use of self-paced resources and John Dewey's view of the classroom as a microcosm community (Armstrong, 2009).

By the same token, if we reflect upon some of CLIL characteristics, we can discover how it is a great example of a multiple intelligences system. For instance, CLIL's promotion of collaborative learning emphasises the interpersonal intelligence. Similarly, the use of a foreign language as a vehicle of instruction in CLIL significantly contributes to the growth of the linguistic intelligence and also involves other activities such as hands-on tasks or writing in a journal, which is directly related to other intelligences.

As Armstrong (2009) argued, MI theory ultimately encompasses what good teachers have always done in their teaching, which is reaching beyond the text and the blackboard to awake students' minds. There is no doubt that there exist a wide variety of good textbooks that teachers can use in their lessons but if we stick to a pedagogy of conformity by just using the book, it is quite likely that learners will switch off. It is for this reason that textbooks should be used mostly as guides to support our teaching in class, as they are not personalised for our groups of students in particular. Therefore, it is our job as teachers to adapt the resources we have at our disposal according to our students' characteristics, interests and needs, ensuring the planning of meaningful activities that allow the development of the eight multiple intelligences and a variety of thinking skills, as well as preparing them for lifelong learning.

What it is unquestionable is that in order to individualise our teaching, we need to pluralise our instruction to embrace diversity and create lessons plans turning towards models of teaching that more closely mirror life in a significant way.

1.5.2. The theory of the multiple intelligences in the foreign language class

Being aware of the multiple intelligences of our students can provide teachers with enough knowledge to design meaningful activities according to the specific needs and interests of learners. Therefore, the first step is to compile solid evidence of their stronger and weaker intelligences to personalise our teaching accordingly and, for this purpose, observation is the best tool (Knight 2018). Observing how they spend their free time at school or even when they misbehave—possibly a sign of lack of enjoyment—can provide us with reliable knowledge, albeit not enough. It is for this reason that other ways to assess our students' multiple intelligences are needed. Some evaluation tools which could also provide us with a deeper knowledge of our students are the collection of documents such as samples of their work,

school subjects records, talking with parents and other teachers, setting up special activities and asking students directly (Armstrong, 2009).

Once we have enough knowledge about our students, the second step is to teach them about the MI theory. As Manzano et al. (1988) maintain, research in cognitive psychology applied to education has supported the notion that children benefit from instructional approaches that help them reflect upon their own learning process. Armstrong (2009) believes that students should be asked for their opinions on whether they are intelligent or not, and if they react negatively, it is of utmost importance to assure them that everyone is smart in their own way. We should talk to our students about the existence of eight different intelligences and provide them with examples to ensure comprehension: word smart (*you can read well*); number smart (*you can do calculations/experiments well*); picture smart (*you can draw well*); sound smart (*you can play an instrument well*), environment smart (*you can interact with nature well*); movement smart (*you can do sport/dance well*); people smart (*you can work in groups well*); self smart (*you can work individually well*).

When implementing the theory of different types of intelligences in class, we need to know that an intelligence is not an immutable phenomenon (Gardner, 1993). In other words, people can develop their intelligences within a certain level of competency. In the case of English as a linguistic subject, it is connected to the linguistic intelligence. It is possible that some students show a strong domain of this intelligence whereas others can be weaker in this area. Thereby, by using the MI theory in class, teachers can offer a wide range of activities that can facilitate understanding among all the students, regardless of their dominant intelligence. Thus, students will have the opportunity to develop all their intelligences by completing a variety of tasks. In fact, the MI theory can be used as scaffolding since students who can find difficulties to acquire the knowledge connected to specific contents in the English subject, can be supported by addressing the same content from a different perspective; this is, another intelligence. There is no doubt that the integration of the MI theory and the implementation of CLIL elements in our daily lessons are the perfect combination for promoting lifelong learning and motivating students to learn languages. For this purpose, a proposal of activities that enhance the development of the multiple intelligences in the English class can be found in the different lesson plans of the didactic unit which has been designed, along with two CLIL lessons which are integrated within the didactic unit at the end of this.

2. DIDACTIC UNIT

2.1. Justification

Considering all the ideas that have been explained in the theoretical framework, the importance of placing the student at the centre of the learning process is evident. This proposal will include activities and tasks that enable students to acquire meaningful learning, favouring engagement, while awakening their motivation and creating positive attitudes towards learning in order to achieve better outcomes. Thus, not only is it crucial to fully develop students' strengths but also to reinforce their weaknesses so that they can exploit their full potential and can have more opportunities for success. It is for this reason that a wide variety of activities and tasks have been designed, integrating the multiple intelligences theory and aspects of CLIL methodology to promote lifelong learning and help students develop cognitive skills to become competent both personally and professionally in the short term and when they become adults.

Moreover, the theme of these activities will be connected to the main topic of the unit as well as to the content of the bilingual Natural Sciences subject they study at school too, which will help them ameliorate the acquisition of higher-order skills ²because of the context that it is provided. Thus, there will be two CLIL sessions within the didactic unit and a connection between the English lesson and Natural Sciences content subject will be established to provide learners with significant activities where they can see their learning as pertinent, useful and applicable to other areas of study. On top of this, other elements like cognition, culture, communication and content will be considered. These elements are part of Coyle (2006) 4C's³ framework where subject matter, language learning and using, learning and thinking processes and intercultural understanding and global citizenship are integrated.

In addition, it is known that digital resources can have a positive impact on students' engagement so new technologies will be used in order to provide part of the teaching input, do some of the activities in class and complete part of the homework which will contribute to use CLIL outside the classroom. In fact, developing the digital competence in the school context is of the priorities of the 21st century, along with bilingualism.

Furthermore, in this didactic proposal, both receptive and productive skills will be developed equally since nowadays the domain of the foreign language requires the development of the

² See Appendix, page 89.

³ See Appendix, page 89.

all the skills in order to facilitate lifelong learning and also to be successful in English certifications that can be useful in future job applications or to access higher levels in education.

2.2. Contextualisation

This didactic unit is intended for a group of 28 students in the fifth year of Primary education (aged between 10 and 11 years old) in a bilingual public school in Córdoba called C.E.I.P Salvador Vinuesa. In this school students have facilities like before and after- school clubs, a lunch hall, a gym, an events hall, a music and ICT classroom, a library and iPads and laptops to be shared between the classes. Moreover, it is a school which embraces a diverse range of school plans and projects such as the ICTs School Project, The Educational Equality Project, Health and Safety Project, Promoting Reading habits projects and School Language Project. The School Language Project was designed over a four-year period and it is now established within the school. The content subjects that are taught using English as the means of instruction and communication are Natural Sciences, Social Sciences, Music, PE and Arts. Moreover, students have three hours of English lessons per week and a language assistant helps students in class two mornings per week in bilingual content subject lessons. Language assistants can be a valuable help in class since they provide opportunities for immersion and emphasis on the conversational style, which goes hand in hand with Cummins's (1981) BICS and CALP distinction, the basic skills to be developed as mentioned in the theoretical framework.

2.3. General objectives for primary education

The general objectives defined by la *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa*, establishes a series of objectives which students have to develop in all the subjects and educational stages. Therefore, the objectives which are addressed in this didactic unit are the following:

1. To develop work habits as an individual and within a team.
2. To learn about and appreciate the values and rules of co-existence.
3. To promote reading habits.
4. To acquire, in at least one foreign language, basic communicative competence.

5. To develop basic maths skills and begin to solve problems.
6. To understand the basic characteristics of Natural Sciences.
7. To gain initial practice in using information and communication technologies.
8. To learn about and value the animals.
9. To develop emotional capacities.

Ministerio de Educación (2014)

2.4. Specific learning objectives for 5th of primary education

The objectives to be achieved in the English subject during the 5th year of primary education which can be accomplished through this didactic unit are:

- To understand and distinguish discursive-syntactic structures and high- frequency vocabulary words to talk about familiar topics and related to one's personal experiences, needs, interests, inferring the meaning of new vocabulary through the context.
- To know how to use the most appropriate strategies to understand the gist and detail of different messages and simple texts in different contexts.
- To identify and differentiate communicative functions in a text and in daily conversation understanding sociocultural aspects in various contexts.
- To understand oral texts, recognising different sound, accent, rhythm and intonation patterns about familiar topics.
- To participate in conversations and discussions using the knowledge already acquired in different contexts with fluency.
- To write short simple texts using full sentences and the correct use of punctuation about familiar topics.

Ministerio de Educación (2014)

The objectives to be achieved in the Natural Sciences subject during the 5th year of primary education which can be accomplished through this didactic unit are:

- To know different animals' classifications, according to their characteristics.
- To use new technologies, respecting their use and safety and showing interest to learn about animals.

Ministerio de Educación (2014)

2.5. Contents

According to the *Decreto 97/2015, de 3 de marzo, por el que se establece la ordenación y el currículo de la Educación Primaria en la Comunidad Autónoma de Andalucía*, the contents as well as other areas of the curriculum in Andalucía are established. In the English subject, these contents are classified into four main blocks which are the following: comprehension of oral texts, comprehension of written texts, production of oral texts and production of written texts. Moreover, it makes reference to the syntactic-discursive contents to be acquired as well as the communicative functions to be achieved. In this didactic proposal, a table ⁴with the contents which can be attained by students is included. This table includes those contents which are connected to the four main blocks but also syntactic- discursive contents, communicative functions, specific vocabulary, pronunciation and spelling and finally transversal aspects.

2.6. Basic competences

According to the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria y el bachillerato*, there are the seven competences which need to be developed within any school subject so that students can acquire knowledge in different areas and apply this to different contexts and learn about values that contribute to lifelong learning and better prepare them for their future, becoming competent citizens. These competences

⁴ A table including a classification of the contents to be attained through this didactic proposal can be found in the Appendix section on page 90.

are: competence in linguistic communication; mathematical, scientific and technological competence; digital competence; social skills and citizenship competence; cultural and artistic competence; learning to learn competence; autonomy and personal initiative competence.⁵

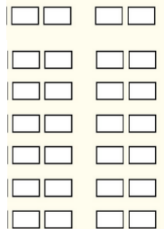
⁵ A table including the different competences and an explanation of how they can be addressed in this didactic unit proposal can be found in the Appendix section on page 93.

2.7. Lesson plan.

2.7.1. Session 1.

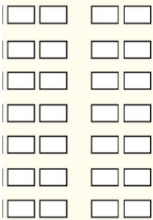
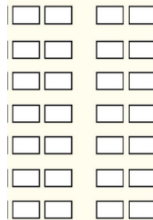
LESSON PLAN- session 1				
TITLE OF THE UNIT	Animals explorers, language discovers!	Age: 10/11	Year: 5	Level: A2
MAIN AIM(S)	Students will be able to extend their vocabulary of animals; read a text focusing on specific information; read a text to elicit the form and use of the grammar point of this unit; learn about some famous zoos in other countries.			
CONTENTS	- Vocabulary about animals: <i>cheetah, turtle, otter, lemur, koala, tiger, rhino, whale, seal.</i> - Functional: Asking questions to elicit information. - Comparative form of short adjectives, their use and structure. - Cultural aspects: zoos in other countries.			
METHODOLOGY AND STRATEGIES	Aspects of CLIL methodology that will be used in this lesson: the means of instruction and communication will be the foreign language; students will watch some videos about zoos which address cultural aspects; cognitive skills which promote the development of Lifelong learning are going to be worked on: 1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating   To recognise animals according to their characteristics To elicit the use and form of certain grammatical structures			

	Theory of the Multiple Intelligences: different activities are going to be carried out to promote the development of the <i>linguistic</i> and <i>spatial-visual intelligences</i>. Promoting the reading habits school project: the last five minutes of every lesson will be dedicated to listening to the teacher reading the corresponding part of the book that students have chosen to be read during the lessons of this unit and which is related to the unit topic about animals: <i>The Jungle Book</i> or <i>The Lion King</i>.	
SUPPORT AND EXTENSION ACTIVITIES	A wide range of activities, games, resources used in class, further information and explanations related to the topic and contents of the lesson can be accessed on the class' symboloo: https://www.symboloo.com/home/mix/13ePQQOH8i	
RESOURCES FOR PLANNING	Interactive board, PowerPoint presentation, envelopes and letters to work on the reading skill, paper, pens, photos of animals, access to the internet to play videos.	
EVALUATION	Strategies for effective feedback	Effective feedback will be provided using a combination of the strategies identified by Lyster and Ranta (1997): - Request for clarification: “<i>What do you mean by...?</i>” - Repetition of the student utterance highlighting the error using intonation. - Metalinguistic feedback: “<i>Do we say...?</i>” “<i>What could we say instead of...?</i>” - Elicitation to elicit the correct answer: “<i>Yes, the lemurs are ...</i>” - Explicit correction providing the correct answer: “<i>Katie likeS monkeys that much because they are so funny jumping around</i>”.
	Tools for evaluation and assessment	Formative assessment. - Summary comments observation grid. - Exit questions: class padlet. https://es.padlet.com/soniaogallacas/xcl1oayctv5iyurb

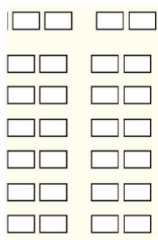
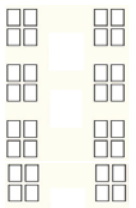
STAGES							
WARM UP							
Activities/ tasks	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
1.A lot to spot!	Target skill: speaking. Learning objectives: - To explore previous knowledge in relation to the new concepts of the lesson. - To recognise animals when they are described according to their main characteristics.	In this activity, some photos or objects with animal shapes will be displayed. Some of them will be provided by the students, who would have been asked to bring them in the previous lesson. Students will feel more motivated to take part if the animals objects or photos to be described are theirs or their partners'.	Students are expected to guess the animal which is being described. Students describe other animals to their classmates.	Whole class 	Photos of animals Realia (teddies, objects which are brought from home and have the shape of an animal)	-Role-modelling: Teacher-students -Activity: Students-students	5 minutes

	Multiple intelligences: - <i>Visual- spatial</i>. Use of visual resources and realia to spot differences. - <i>Linguistic</i>. To give verbal descriptions.	The teacher will explain what the game is about. In order to win points, students need to spot what the animal described is. The teacher will start by giving some clues for the first animal to be described, providing students with some more guidance to ensure comprehension of the game: <i>“This animal has got four legs”, “it normally has spots on its body”, “it is the tallest animal in the world”, “Which animal is it?”</i>					
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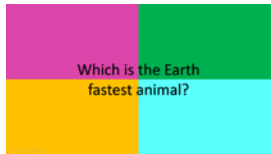
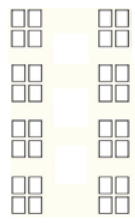
FOLLOW UP	
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Activities/ tasks	Skills/Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
2. Pre- task. Top zoos!	Target skills: speaking and language use. Learning objectives: -To answer questions using full sentences. -To know some popular zoos around the world (culture). Multiple intelligences: - <i>Visual- spatial.</i> To discuss information taken from visual sources such as	The teacher will show students some photos of her/him in a zoo they have visited. Students will be encouraged to ask her/him questions to find out more information. The teacher will show on the screen some of the students' answers highlighting the importance of replying with full sentences. The teacher continues by asking students to discuss about zoos they have visited and their favourite zoo animal. The following	Students are expected to make questions to their teacher to know about her/his experience in a zoo. Students are expected to discuss with their partners about the zoos they have visited in their lives, what their favourite animal was and describe it. Some of them will tell	Whole class  In pairs 	National Zoological Gardens of South Africa video: https://www.youtube.com/watch?v=wqvrHGCAaNO San Diego zoo video: https://www.youtube.com/watch?v=trnJP	Teacher-students Student-student	15 minutes

	videos. - <i>Linguistic.</i> To take part in discussions and justifying their choices.	questions will be shown on the board as visual aid. <i>Have you ever visited a zoo?</i> <i>Did you like it?</i> <i>What was your favourite animal?</i> <i>Can you describe it?</i> Then, the teacher will play short extracts of videos of some of the most popular zoos in the world: San Diego zoo, National Zoological Gardens of South Africa and London zoo.	the rest of the class about their partner’s experiences. Students will watch some videos of other zoos in the world. They will vote for their favourite one, giving reasons for their choice. 	Whole class <table><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr></table>	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	E23fJk London zoo video: https://www.youtube.com/watch?v=-OkyAEqdWso	Individual work	
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3. Task. An email for you.	Target skills: language use and reading. Learning objective: - To identify some animals words in a text Multiple intelligences: -<i>Spatial- visual.</i> Recognition of animals shown in a photo. -<i>Linguistic intelligence.</i> To understand the meaning of words.	The teacher will give an envelope to each of the pairs of students. This envelope will contain a letter from an English penfriend telling students about their holidays and a visit to a zoo. Different letters (visit to San Diego zoo, visit to London zoo, etc) will be prepared before the lesson since the zoo which receives more votes will be the one used in class in order to consider students' interests. An example for London Zoo ⁶is provided. This text will be first used to identify some animal words.	Students are expected to read the text together underlining key words and circling as many animals as they can find in the text. Students are expected to use the animal words they have circled in the text to play a vocabulary game. They are expected to recognise some of the animals they already	In pairs  Groups of four 	Interactive board, nine envelopes, nine copies of the letter with different content considering the zoos shown, guess the word game (PowerPoint format)	Teacher-students Students-students	15
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⁶ See Appendix on page 95.

		These words will be part of a trivial game ⁷where they will be able to learn the new vocabulary. Trivial game: Guess the word! An interactive game where students need to guess the animal that is hidden behind the coloured squares. They will play in groups of four taking turns to guess.	know and learn the name of the new animals in the photos.   If they guess the animal with one clue, they will get 4 points; with 2 clues, 2 points and with 3 clues, one point.				
4. Post-task. Ready, steady, spin!	Target skills: reading and language use. Learning objectives: - To develop the	Students will be introduced to the comparative form in English working on the same text. In order to engage students, they will play a game to	Students are expected to participate in an activity and answer comprehension questions. Some of these questions will require answers using comparative forms. Students will use the key words	Groups of four 	Spinning wheel (PowerPoint presentation)	Teacher-students Students-students	15

⁷ See Appendix, page 95.

	reading for detail skill using a written text about animals in a zoo. - To elicit the use and form of comparative sentences. Multiple intelligence: <i>-Linguistic intelligence.</i> To develop reading comprehension and understand language and its structure.	work on comprehension and understanding of specific information. A spinning wheel with comprehension questions will be shown for them to take turns and answer the questions based on the evidence from the text. The key words that they have previously underlined will help them to find the information more easily. Their answers will be shown on the screen and if there are any mistakes, their answers will be compared with the ones included in the text so that they can spot	they have underlined to answer the questions. ⁸They are expected to respond using comparative sentences (when these are required) by considering the pattern of the examples found in the text. 				
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⁸ See Appendix, page 96.

		the mistakes themselves.					
COOL DOWN							
Activity	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom management	Materials	Interaction	Time
5.Pictionary.	Target skill: speaking. Learning objective: - To revise the new vocabulary learned. Multiple intelligence: - <i>Visual- spatial.</i> To use pictures to represent new vocabulary words and identify key vocabulary through pictures.	The traditional Pictionary game will be played. First, the teacher will provide students with an example of how to play. He/she will draw one of the new animals learnt for them to guess.	Learners are expected to be actively involved playing the game and use the new vocabulary learned to play. 	Two groups of six and four groups of four. Students will play against the ones sat in the row behind 	Paper, pens or pencils	Students-students	10 minutes

5 minutes reading!

**The Lion
King!**



**The Jungle
Book!**

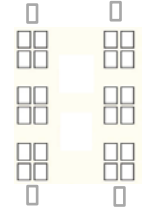
2.7.2. Session 2

LESSON PLAN- session 2				
TITLE OF THE UNIT	Animals explorers, language discovers!	Age: 10/11	Year: 5	Level: A2
MAIN AIM(S)	Students will be able to distinguish adjectives from other type of words and learn some useful adjectives to describe animals; to create full questions to ask and answer about the characteristics of an animal; to understand and use different units of measurement and to understand the use and structure of comparative forms.			
CONTENTS	- Adjectives: <i>big, short, long, small, slow, heavy, tall, fast, light.</i> - Comparative form of a wider range of short adjectives, their use and structure, considering formation rules. - Structure to create a question following the sequence: “<i>How ... (adjective) is the ... (animal)?</i>” - Units of measurement for weight, length and height.			
METHODOLOGY AND STRATEGIES	Aspects of CLIL methodology that will be used in this lesson: the means of instruction and communication will be the foreign language; integration of contents from a content subject (Maths); cognitive skills which promote the development of Lifelong learning are going to be worked on: 1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating ← To identify certain types of words ← To use the comparative form of adjectives ← To select the correct answer from a range of options ← To create our own problem- solving questions			

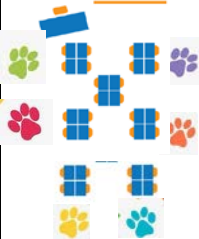
	Theory of the Multiple Intelligences: different activities are going to be carried out to promote the development of the <i>linguistic</i> and <i>logical- mathematical</i> intelligences. Promoting the reading habits school project: the last five minutes of every lesson will be dedicated to listening to the teacher reading the corresponding part of the book that students have chosen to be read during the lessons of this unit and which is related to the unit topic about animals: <i>The Jungle Book</i> or <i>The Lion King</i>.	
SUPPORT AND EXTENSION ACTIVITIES	A wide range of activities, games, resources used in class, further information and explanations related to the topic and contents of the lesson can be accessed on the class' symbaloo: https://www.symbaloo.com/home/mix/13ePQQOH8i	
RESOURCES FOR PLANNING	Interactive board, PowerPoint presentation, paper, pens, six sets of coloured cards for matching activity and photos of six different animals, animal footprints with questions, created panda picture and interactive crossword.	
EVALUATION	Strategies for effective feedback	Effective feedback will be provided using a combination of the strategies identified by Lyster and Ranta (1997): - Request for clarification: "<i>What do you mean by...?</i>" - Repetition of the student utterance highlighting the error using intonation. - Metalinguistic feedback: "<i>Do we say...?</i>" "<i>What could we say instead of ...?</i>" - Elicitation to elicit the correct answer: "<i>The giraffe is ... metres tall</i>" - Explicit correction providing the correct answer: "<i>The rhino is biGGer than the lemur</i>"

	Tools for evaluation and assessment	• Formative assessment: -Summary comments observation grid. -Exit questions: class padlet. https://es.padlet.com/soniaogallacas/xcl1oayctv5iyurb • Year 5 class portfolio to record learning experiences: problem-solving question/s created individually.
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STAGES																									
WARM UP																									
Activities/ tasks	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time																		
1. Word hunters.	Target skill: language use. Learning objective: - To identify adjectives and differentiate them from other types of	The teacher will show students a picture which contains different types of words (nouns, verbs, adverbs and adjectives) and he/she will ask for some volunteers to come to the board and circle them. The rest of the students will write down on a	Learners are expected to identify 	Whole class <table><tr><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>☐</td><td>☐</td><td>☐</td></tr></table>	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Interactive board, paper, pen or pencils	Teacher-students	5 minutes
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	words. Multiple intelligence: <i>-Logical- mathematical.</i> To categorise certain words in a group.	piece of paper the adjectives they have found. If a student has circled a different type of word, the other students will be offered the opportunity to act as teachers and help them out. If no one knows the answer, the teacher will provide them with an explanation using examples.	those words which are adjectives, to get involved and participate actively.				
FOLLOW UP							
Activities/ tasks	Skills/Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
2.Pre-task. Matching marching!	Target skill: language use. Learning objectives: - To use the adjectives learnt to	The teacher will give students the picture of an animal and some questions and answers related to the photo. The photos will be different for each of the groups. The teacher will monitor that	Students are expected to match the questions cards (blue ones) with the answer cards (orange ones). Students are expected to ask the members of other groups	Groups of four or five 	Set of coloured cards with questions and answers and a	Students- students	15 minutes

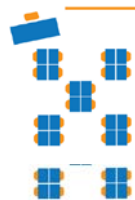
	do a matching activity to describe animals. - To make questions to ask about the height, weight, length and other animals' features. Multiple intelligence: - <i>Logical-mathematical.</i> To understand numbers and units of measurement through a matching activity.	everyone is getting involved and giving verbal feedback to the different groups. Then, the teacher will explain a follow-up game using the cards. He/she will ask students about how we can make a question using the notes "<i>how heavy?</i>". If students do not know, then the teacher will write on the board the full question pattern: <i>How ... (adjective) is it? It is ... (number) kilograms/metres ...</i> <i>"How tall is it?" "It's 1 metre tall"</i> For instance: 	questions using full sentences in order to get information and guess the animal. Students are expected to provide answers according to the questions they are being asked by the other members of the group. If they guess the animal, they win one point.		photo of a wild animal per group		
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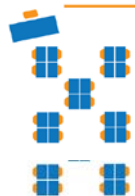
		Name Tally How heavy 700 kilograms How tall? Five metres How long? Three metres How fast? Fast					
3. Task. Minutes hunt!	Target skill: language use. Learning objectives: - To understand the use and structure of	The teacher will ask students to take out the envelope and the letter which was read in the previous class. He/she will ask students to find those sentences where some animals are being described.	Students are expected to find comparative sentences in the reading text (letter from a penfriend) Students are expected to try to explain how we form comparative sentences by analysing the	¹⁰ Clusters 	Footprints of 7 different colours with the questions and	Teacher-students Students-students	15

¹⁰ Figures by Displays2go (George Patton Associates, Inc.). Source: <https://www.displays2go.com/Article/Effective-Classroom-Seating-Arrangements-32#article-section-169>

	the comparative form of short adjectives. - To elicit grammar rules about the formation of the comparative form of adjectives like “big” and “heavy”. Multiple intelligence: <i>-Logical-mathematical.</i> To solve a range of problem-solving puzzles and exercises and derive rules working	The teacher will support and complete students’ explanations about how to form the comparative form. The teacher will explain how to play. The purpose of the “minutes hunt⁹” is to find as many “footprints” as possible in groups to have more possibilities to win more “minutes”. These minutes will be accumulated for the end of the term “English free time activities time”. The time they will have to find footprints will be 10 minutes. The teacher will show the	examples. Students will play in groups and they need to find those “footprints” that are of the colour that represents their groups, and which will be placed around the classroom. One at a time in their group, they will take turns to stand up and find one footprint around the classroom. There will be six footprints (questions) per group and the same questions for all the groups. The student needs to take it and go back to their group to answer the question which is written on it together. When they have discussed and answered it, another member of the group will stand up to find another one. The minutes they can		minutes written on them, interactive board, paper and pens.		
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⁹ See Appendix, page 98.

	collaboratively.	answers on the board.	win are written on the back of the footprint.				
							
4. Post-task. Mini teachers in action!	Target skills: writing and language use. Learning objective: - To create our own problem-solving question. Multiple intelligence: - <i>Logical-mathematical.</i> To formulate problem-	The teacher will ask students to swap their answer sheet from previous task. The answers will be provided and they will correct the ones from the other groups. The minutes gained will be added to a class chart. The questions will be discussed and all the doubts will be addressed by providing other examples and eliciting rules from the students. Then, each of the groups will	Students are expected to check the other group's answers and create different problem-solving questions including the contents learnt up to that point in terms of vocabulary, grammar. cultural aspects, etc.	Groups of four 	Paper, pens	Teacher-students Students-students	15

	solving questions.	create questions for the end of the term gymkhana as well as the answer sheet.					
COOL DOWN							
Activity	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom management	Materials	Interaction	Time
5.Brain game challenge: a crossword to solve!	Target skills: reading and language use. Learning objective: - To solve a puzzle in order to improve problem-solving skills.	Using “bookwidgets” website, the teacher will create an interactive crossword ¹¹ with questions regarding grammar, vocabulary and cultural aspects.	Learners are expected to read the clues and guess what the word is, using the knowledge they have acquired in previous lessons.	Whole class 	Interactive board, crossword previously created	Students-students	10 minutes

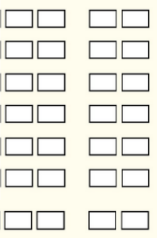
¹¹ See Appendix, page 100.

	Multiple intelligence: - <i>Logical-mathematical.</i> To solve problem-solving questions individually.						
5 minutes reading! The Lion King!  The Jungle Book!							

2.7.3. Session 3

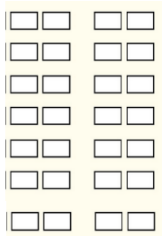
LESSON PLAN- session 3				
TITLE OF THE UNIT	Animals explorers, language discovers!	Age: 10/11	Year: 5	Level: A2
MAIN AIM(S)	The main aims of the lesson are to extend the students’ vocabulary of adjectives; to get familiar with the use of the comparative form in questions and the superlative form of adjectives; to identify the author’s feelings in a poem and to write a poem about animals individually.			
CONTENTS	- Adjectives to show feelings: <i>happy, sad, upset, worried, angry, lazy, scared, confused.</i> - Comparative form of adjectives in questions. - Superlative form of short adjectives. - Shape poems.			
METHODOLOGY AND STRATEGIES	Aspects of CLIL methodology that will be used in this lesson: the means of instruction and communication will be the foreign language and the cognitive skills which promote the development of Lifelong learning are going to be worked on: 1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating To use adjectives to describe emotions To distinguish between the form and meaning of comparative and superlative forms of short adjectives To write a poem			

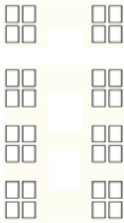
	Theory of the Multiple Intelligences: different activities are going to be carried out to promote the development of the <i>linguistic</i>, <i>intrapersonal</i> and <i>interpersonal</i> intelligences. Promoting the reading habits school project: the last five minutes of every lesson will be dedicated to listening to the teacher reading the corresponding part of the book that students have chosen to be read during the lessons of this unit and which is related to the unit topic about animals: <i>The Jungle Book</i> or <i>The Lion King</i>.	
SUPPORT AND EXTENSION ACTIVITIES	A wide range of activities, games, resources used in class, further information and explanations related to the topic and contents of the lesson can be accessed on the class' symbaloo: https://www.symbaloo.com/home/mix/13ePQQOH8i	
RESOURCES FOR PLANNING	Interactive board, access to the internet, video from <i>Inside Out</i> film trailer, sets of the verses of "I imagine" poem, paper and pens.	
EVALUATION	Strategies for effective feedback	Effective feedback will be provided using a combination of the strategies identified by Lyster and Ranta (1997): - Request for clarification: "<i>What do you mean by...?</i>" - Repetition of the student utterance highlighting the error using intonation. - Metalinguistic feedback: "<i>Do we say...?</i>" "<i>What could we say instead of...?</i>" - Elicitation to elicit the correct answer: "<i>The feeling that the teacher is transmitting through the poem is ...</i>" - Explicit correction providing the correct answer: "<i>I'm feeling haPPy</i>"
	Tools for evaluation and assessment	• Formative assessment: - Summary comments observation grid. - Exit questions: class padlet. https://es.padlet.com/soniaogallacas/xcl1oayctv5iyurb • Year 5 class portfolio to record learning experiences: written poem about animals.

STAGES							
WARM UP							
Activities/ tasks	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
1. Our inside world.	Target skills: listening and vocabulary. Learning objective: - To use feeling adjectives to describe emotions. Multiple intelligence: - <i>Intrapersonal.</i> To understand the emotions that we can feel.	The teacher will tell students that he/she is feeling <i>happy/ upset/ worried/... because ...</i> and will ask them about how they feel. Then, they will tell students that they are going to talk about emotions. The teacher will show the video of the trailer of the film “Inside out”.	Students are expected to recognise some of the emotions that they can see in the video and think of others that are not mentioned. They are expected to share with the rest moments when they have felt happy, worried, sad, etc.	Whole class 	Interactive board, video to play the trailer https://www.youtube.com/watch?v=seMwpP0yeu4 (0-2.07’)	Teacher-students	5 minutes

FOLLOW UP							
Activities/ tasks	Skills/Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
2. Pre- task. Pick it up!	Target skill: Listening. Learning objectives: - To listen for detail and recognise the verses of the poem being read. - To get familiar with the superlative form of adjectives and comparative form in questions.	The teacher will split the verses of the poem¹² that students are going to work with in such a way that all the groups have one set of the poem verses. The teacher will read the poem out loud with steady pace in order to allow students pick up the verses. The teacher will read the poem a second time for them to put the verses in order. The poem will be shown on the screen	Students are expected to listen carefully to the poem that the teacher is reading and pick up one verse at a time from the table. The student who finds and picks up the verse the fastest will have one point. Students are expected to listen to the poem for a second time and put in order the different verses to form the poem. Students are expected to identify the teacher's feeling expressed through the poem.	Groups of four 	Eight sets of poems whose verses need to be cut into different slips, interactive board and poem available digitally	Teacher-students Students-students	15 minutes

¹² See Appendix, page 101.

	Multiple intelligence: <i>-Interpersonal.</i> To recognise the author's feeling.	afterwards and students need to identify the teacher' feelings through the poem.					
3. Task. Drawing with words.	Target skill: writing. Learning objective: -To write a poem about animals individually. Multiple intelligence: - <i>Intrapersonal.</i> To create an individual piece of writing to show the feelings in the topic of animals.	The teacher will ask students to write a poem about animals with a certain shape.	Students are expected to produce a poem about animals although it does not have to rhyme. They are expected to show how they feel about a certain topic related to animals by using their words. For instance, sadness caused because of animals suffering due to pollution or the happiness produce when having a pet. They would need to draw a simple outline of one animal or subject of their poem on a piece of paper and fit the words into the shape.	Individually 	Paper, pens	Individual work	20

4. Post-task. Toned emotions game!	Target skills: speaking and listening. Learning objectives: - To get familiar with the superlative form of adjectives and comparative form in questions. - To understand the meaning of a wide variety of feelings adjectives. Multiple intelligences: - <i>Intrapersonal.</i> To choose from a range of emotions.	The teacher will ask students to brainstorm adjectives that can be used to express feelings. Then, they will ask students to read their poems out loud to their partner but expressing a specific emotion. The teacher will role model the activity by reading the initial poem with a happy voice for instance.	Students are expected to brainstorm different feelings adjectives. They are expected to choose an adjective from the board and read the poem showing that feeling. Students are expected to guess their partner's feeling by the tone of their voice and face expressions.	Groups of four 	Written poems	Teacher-students Students-students	10
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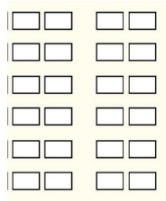
	- <i>Interpersonal.</i> To identify people's feelings.						
COOL DOWN							
Activity	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom management	Materials	Interaction	Time
5.It's my choice!	Target skills: language use and speaking. Learning objective: - To familiarise with the superlative form structure for short adjectives. Multiple intelligence: - <i>Intrapersonal.</i> To think about the wide range of animals	The teacher will ask students the following question: <i>If you could be any wild animal in the world, which one would you be? Why?</i> The teacher will provide an example: <i>I want to be an ape because they are the cleverest animals in the world.</i>	Students are expected to choose the animal they would like to be and justify their answers. They will share their work with their partners.	Whole class ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	Paper, pens	Students-students	5 minutes

	there are and choose the one which suits you the best.						
5 minutes reading!							
		The Lion King!				The Jungle Book!	

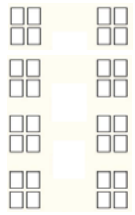
2.7.4. Session 4

LESSON PLAN- session 4				
TITLE OF THE UNIT	Animals explorers, language discovers!	Age: 10/11	Year: 5	Level: A2
MAIN AIM(S)	The main aims of this lesson are to get a better understanding of comparative sentences and understand the superlative form of short adjectives and to create a song lyrics in groups using vocabulary and grammar learnt in the unit up to this point.			
CONTENT	- Vocabulary of animals. - Comparative sentences. - Superlative sentences. - <i>Wh-</i> particles to make questions using superlative forms.			
METHODOLOGY AND STRATEGIES	Aspects of CLIL methodology that will be used in this lesson: the means of instruction and communication will be the foreign language; the students will work cooperatively and collaboratively; cognitive skills which promote the development of Lifelong learning are going to be worked on:			
	1. Remembering			
	2.Understanding	←	To recognise the comparative and superlative form of irregular	
	3. Applying	←	To use the comparative and superlative form of short adjectives	
	4. Analyzing	←	To differentiate between the comparative and superlative form of short adjectives	
	5. Evaluating			
	6. Creating	←	To create a song	

	Theory of the Multiple Intelligences: different activities are going to be carried out to promote the development of the <i>musical</i> and <i>bodily- kinaesthetic</i> intelligences. Promoting the reading habits school project: the last five minutes of every lesson will be dedicated to listening to the teacher reading the corresponding part of the book that students have chosen to be read during the lessons of this unit and which is related to the unit topic about animals: <i>The Jungle Book</i> or <i>The Lion King</i>.	
SUPPORT AND EXTENSION ACTIVITIES	A wide range of activities, games, resources used in class, further information and explanations related to the topic and contents of the lesson can be accessed on the class' symbaloo: https://www.symbaloo.com/home/mix/13ePQQOH8i	
RESOURCES FOR PLANNING	Interactive board, "I imagine" poem from previous day, paper, pens, <i>Under the sea</i> song video and strips of cuts- up sentences to play the human sentences game.	
EVALUATION	Strategies for effective feedback	Effective feedback will be provided using a combination of the strategies identified by Lyster and Ranta (1997): - Request for clarification: "<i>What do you mean by...?</i>" - Repetition of the student utterance highlighting the error using intonation. - Metalinguistic feedback: "<i>Do we say...?</i>" "<i>What could we say instead of ...?</i>" - Elicitation to elicit the correct answer: "<i>Down where it's ...</i>" - Explicit correction providing the correct answer: "<i>The cheetah is the FASTEST animal</i>"
	Tools for evaluation and assessment	• Formative assessment. - Summary comments observation grid. - Exit questions: class padlet. https://es.padlet.com/soniaogallacas/xcl1oayctv5iyurb • Year 5 class portfolio to record learning experiences: group song created to be included.

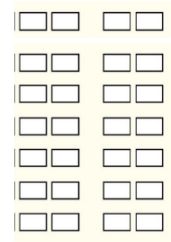
STAGES							
WARM UP							
Activities/ tasks	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
1. Miming game!	Target skill: speaking. Learning objective: - To use miming to represent an animal I know and guess the animal my partner is miming. Multiple intelligence: - <i>Bodily- kinaesthetic.</i> To use body language to communicate vocabulary words	The teacher will ask students to think of an animal to mime.	Students are expected to mime an animal and also guess the animals that their partners are miming. They can also make sounds to represent that animal.	Whole class 	No material needed.	Students-students	5 minutes

	learnt.						
FOLLOW UP							
Activities/ tasks	Skills/Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
2. Pre task. Language discovers!	Target skills: reading and language use. Learning objectives: - To identify comparative sentences in a poem about animals. - To elicit the use of superlative sentences and differentiate them with comparative forms.	The teacher will show students the poem “I imagine” that was used in the previous lesson. The teacher will ask them if they can spot any comparative sentences and will highlight the two superlative questions in the poem, asking if there is any comparison in these and encouraging them to see the difference between the comparative and superlative forms and use.	Students are expected to identify the comparative sentences in the poem and elicit the use of the superlative ones. They are expected to differentiate between the structure of comparative and superlative forms of short adjectives.	Whole class ☐ ☐ ☐ ☐ ☐ ☐ ☐	Poem “I imagine”	Teacher- students	5 minutes

	Multiple intelligence: - <i>Linguistic</i> . To read a text individually and find key grammar structures.	<i>Which sea creature is the fastest for real?</i> <i>Which animal is the scariest of all?</i>					
3. Task. Our class discography!	Target skill: writing. Learning objective: - To work collaboratively to create a song. Multiple intelligence: - <i>Musical</i> . To create the lyrics for a song and choose a melody for it.	The teacher will ask the students to carefully listen to a song from a popular movie while they watch the <i>Under the sea</i> song video in order to spot those adjectives which are in the comparative form. The teacher will ask them to create a song in groups whose theme is animals. It could be land animals, pets	Students are expected to listen to the song lyrics and spot the comparative forms in that extract played: “ <i>greener</i> ”, “ <i>better</i> ” and “ <i>wetter</i> ”. They are expected to work in groups of four and create either a short song or the new lyrics for an existing song. Some of the new	Groups of four 	“Under the sea” ¹³ The Little Mermaid. https://www.youtube.com/watch?v=GC_mV1lpjWA	Teacher-students Students-students	20

¹³ See Appendix, page 102.

		at home, sea animals or any other context in the world of animals.	vocabulary words of the unit need to be included and also the grammar, two comparative sentences and one superlative sentence.				
4. Post-task. Year 4 Got Talent!	Target skill: speaking. Learning objective: - To sing a song in English, using the vocabulary and grammar learnt during the unit with a focus on the correct pronunciation of key words. Multiple intelligence: - <i>Musical</i>. To sing in a group.	The teacher will ask the students to perform in groups their songs and vote for their favourite ones.	They are expected to present and sing their songs with their group, being welcomed to include some moves and think of a name for their band. The different groups will vote for their favourite bands, giving three, two and one point to their three favourite groups. As a group, they will write their secret vote on a piece of paper.	Groups of four	Got talent group evaluation sheet	Teacher-students Students-students	15

COOL DOWN							
Activity	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom management	Materials	Interaction	Time
5.Human sentences!	Target skill: language use. Learning objective: - To better understand the structure of comparative and superlative sentences. Multiple intelligence: - <i>Bodily- kinesthetic.</i> To complete an activity cooperatively in random groups.	The teacher will have different sentences cut up in strips of paper. He/she will ask a certain number of students at a time to come to the front of the class and form human sentences ¹⁴ .	Students, who have a fragment of a sentence, are going to organise themselves in such a way that form a correct sentence.	Whole class, different groups coming to the front of the class 	Six sets of cuts- up sentences including comparative and superlative forms.	Students- students	10 minutes

¹⁴ See Appendix, page 103.

5 minutes reading!

**The Lion
King!**



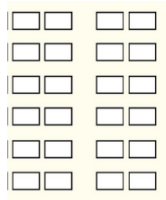
**The Jungle
Book!**

2.7.5. Session 5

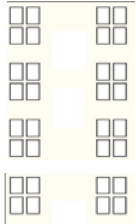
LESSON PLAN- session 5																						
TITLE OF THE UNIT	Animals explorers, language discovers!	Age: 10/11	Year: 5	Level: A2																		
MAIN AIM(S)	To engage students to learn about the new contents related to the Natural Science subject (animals’ characteristics and classification) learning in a fun and interactive way; to value the role of museums in culture and as a source of knowledge, discovering a popular and eye- catching exhibition about wildlife which is held in a museum in England.																					
CONTENTS	Vocabulary: mammals, reptiles, amphibians, fish, birds, vertebrates, invertebrates, prehistoric animals, vertebrates, invertebrates, fur, feathers, scales, gills, fins, be fed by milk, to lay eggs, metamorphosis, fossils, extinct animals. Contents: animals groups, main characteristics of the animals belonging to each of the groups.																					
METHODOLOGY AND STRATEGIES	Aspects of CLIL methodology that will be used in this lesson: the means of instruction and communication will be the foreign language; students will access to some of the information available in the Natural History museum of London website to discover an interesting wildlife photography competition that it is held in this museum and therefore, getting to know popular museum in England; learning contents from the Natural Science subject about animals classification and their main characteristics; cognitive skills which promote the development of Lifelong learning are going to be worked on: <table><tr><td>1. Remembering</td><td>←</td><td>Define <i>vertebrate</i> and <i>invertebrate</i></td></tr><tr><td>2. Understanding</td><td>←</td><td>Identify the main characteristics of different animals groups</td></tr><tr><td>3. Applying</td><td></td><td></td></tr><tr><td>4. Analyzing</td><td>←</td><td>Comparing and organising different types of animals according to their characteristics</td></tr><tr><td>5. Evaluating</td><td></td><td></td></tr><tr><td>6. Creating</td><td></td><td></td></tr></table>				1. Remembering	←	Define <i>vertebrate</i> and <i>invertebrate</i>	2. Understanding	←	Identify the main characteristics of different animals groups	3. Applying			4. Analyzing	←	Comparing and organising different types of animals according to their characteristics	5. Evaluating			6. Creating		
1. Remembering	←	Define <i>vertebrate</i> and <i>invertebrate</i>																				
2. Understanding	←	Identify the main characteristics of different animals groups																				
3. Applying																						
4. Analyzing	←	Comparing and organising different types of animals according to their characteristics																				
5. Evaluating																						
6. Creating																						

	Theory of the Multiple Intelligences: different activities are going to be carried out to promote the development of the <i>linguistic</i> and <i>naturalist</i> intelligences. Promoting the reading habits school project: the last five minutes of every lesson will be dedicated to listening to the teacher reading the corresponding part of the book that students have chosen to be read during the lessons of this unit and which is related to the unit topic about animals: <i>The Jungle Book</i> or <i>The Lion King</i>.	
SUPPORT AND EXTENSION ACTIVITIES	A wide range of activities, games, resources used in class, further information and explanations related to the topic and contents of the lesson can be accessed on the class' symboloo: https://www.symboloo.com/home/mix/13ePQQOH8i	
RESOURCES FOR PLANNING	Interactive board, PowerPoint presentation to play different games specified in each of the activities, access to the internet, links to play the kahoot game and interactive wordsearch game.	
EVALUATION	Strategies for effective feedback	Effective feedback will be provided using a combination of the strategies identified by Lyster and Ranta (1997): - Request for clarification: "<i>What do you mean by...?</i>" - Repetition of the student utterance highlighting the error using intonation. - Metalinguistic feedback: "<i>Do we say...?</i>" "<i>What could we say instead of...?</i>" - Elicitation to elicit the correct answer: "<i>Vertebrates have a ...</i>" - Explicit correction providing the correct answer: "<i>The gecko DOESN'T belong to the group because it is a reptile and the other animals are mammals.</i>"

	Tools for evaluation and assessment	Formative assessment - Summary comments observation grid. - Exit questions: class padlet. https://es.padlet.com/soniaogallacas/xcl1oayctv5iyurb
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STAGES							
WARM UP							
Activities/ tasks	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
1. Wildlife snaps!	Target skill: speaking. Learning objectives: -To recognise the importance of museums as a source of knowledge which can be also accessed online. -To appreciate the work done by some professional wildlife photographers.	The teacher will show a PowerPoint presentation where there are some very interesting photos of different types of animals. These photos¹⁵ have been taken from the National History museum of London website and they are all part of a Wildlife photography competition that took place in 2019. The teacher will also show students how to access the website and find out more	Students are expected to recognise some of the animals in the photos and think of the name of the groups they can be classified into. They will vote for their favourite one and the official winner photo will be revealed when the activity is finished.	Whole class 	PowerPoint presentation, access to the internet, Natural History Museum link, some of the photos which are part of the competitio	Teacher- Students	10 minutes

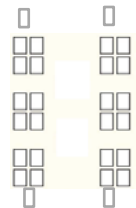
¹⁵ See Appendix, page 105.

	Multiple intelligence: - <i>Naturalist</i> . To identify some of the groups the animals shown in the picture can be classified into.	information about these animals and the competition.			n		
FOLLOW UP							
Activities/ tasks	Skills/Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
2. Pre-task. Guess the odd one out!	Target skill: speaking. Learning objective: - To get familiar with the groups that animals can be classified into.	The teacher will show students some groups of animals in different slides of a PowerPoint presentation ¹⁶ so that they can identify the animal that does not belong to that group. In each of the groups, the odd one out will be a mammal,	Students are expected to recall the name of some of the groups that animals can be classified into. Students are expected to guess which animal does not belong to the group because of their characteristics and discuss their ideas with their peers.	Whole class 	PowerPoint presentation with game slides	Students-students	10 minutes

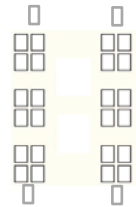
¹⁶ See Appendix, page 108.

	Multiple intelligence: - <i>Naturalist.</i> To distinguish between different types and groups of animals. - <i>Linguistic.</i> To know the correct pronunciation of new animals as well as the name of the groups that animals can be classified into.	reptile, bird, fish, amphibian, invertebrate animal and prehistoric one so that they can learn the name in English for each category. Then, the teacher will ask them if they know the difference between vertebrates and invertebrates, inviting them to say some examples.	They are also expected to name some animals that are vertebrates and invertebrates.				
3. Task. I bet I guess!	Target skills: speaking and reading. Learning objective: - To compare different photos of animals, identifying	The teacher will give a set of animals photos to all the groups and they will ask students to discuss about their characteristics: <i>Do they have scales?</i> <i>Do they have fur?</i> <i>Do they share any features?</i>	Students are expected to look at the photos and think about the characteristics of each of them. They are expected to discuss with their group if they have an animal which belongs to the group shown and also the number of points they	Groups of four and five	Six different photos of animals per group, PowerPoint presentation	Teacher-students Students-students	20 minutes

	their main characteristics and similarities to organise them into different groups. Multiple intelligence: - <i>Naturalist.</i> To organise and classify different animals according to their main characteristics.	The teacher will explain the “I bet I guess” game. Each group of the animals kingdom will be shown, including some of their more defining characteristics. All the groups will have ten points to start with. If students think they have one animal photo that belongs to the group shown, they need to bet a certain number of points. For instance, if the group is “mammals” and they have a tiger photo, they might want to bet ten points if they are very sure about it. If it is correct, they will win the points they betted. However, if they are wrong,	are going to bet. 		n with animals’ characteristics and photos of animals to reveal.		
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		they will lose the number of points they bet.					
4. Post-task. Kahoot time!	Target skills: language use and speaking. Learning objectives: - To reinforce our knowledge about the different animals groups features. - To learn and review key vocabulary which is necessary to understand some of the most defining animals' features.	The teacher will tell the students that they are going to play a kahoot game ¹⁷in the same teams from the previous activity. Each group will be given a set of four colours which correspond to the coloured answers for each of the questions which will be shown.	Students are expected to play in a team and discuss the answers for each of the questions. They will need to make a decision and one of them will hold up the colour card which represents what they think is the correct answer.	Groups of four or five 	https://create.kahoot.it/share/animals-explorers-language-discovers-in-action/64ecf80-2a2d-4d0f-853a-300318528653	Teacher-students Students-students	10 minutes

¹⁷ See Appendix, page 111.

	Multiple intelligence: - <i>Naturalist.</i> To categorise animals according to their characteristics.						
COOL DOWN							
Activity	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom management	Materials	Interaction	Time
5. Language searchers.	Target skill: language use. Learning objective: - To identify key vocabulary words learnt during the lesson with a focus on spelling.	The teacher will show a wordsearch so that students can identify some of the key new words that have been learnt during the lesson.	Students are expected to find new vocabulary learnt during the lesson. As soon as they find it, they need to put their hand up and the teacher will invite them to come to the board to show where the word is.	Whole class 	Internet connection , interactive wordsearch ¹⁸ including key words: https://lear	Teacher-students	5 minutes

¹⁸ See Appendix, page 113.

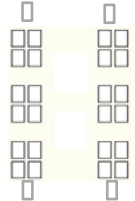
	Multiple intelligence: - <i>Linguistic</i> . To write words correctly in English and use them to be able to describe animals.				ningapps.org/13399012		
5 minutes reading! The Lion King!  The Jungle Book!							

2.7.6. Session 6.

LESSON PLAN- session 6				
TITLE OF THE UNIT	Animals explorers, language discovers!	Age: 10/11	Year: 5	Level: A2
MAIN AIM(S)	To work in groups to search information about the group of animals they have been assigned and create an interactive poster to present their work. To use new technologies and encourage independent group learning following the teaching input and instructions through the WebQuest.			
CONTENTS	Vocabulary: mammals, reptiles, amphibians, fish, birds, vertebrates, invertebrates, prehistoric animals and any other words which are part of the information they find online to complete their notes. Content: animals characteristics, habitats, nutrition, reproduction and other areas of knowledge related to the topic.			
METHODOLOGY AND STRATEGIES	Aspects of CLIL methodology that will be used in this lesson: the means of instruction and communication will be the foreign language; learning contents from the Natural Science subject about animals classification and their main characteristics, what they eat, how they reproduce and other related contents; access to websites in English to search for information; cognitive skills which promote the development of Lifelong learning are going to be worked on: 1. Remembering 2.Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating ← ← ← Group discussions Selecting relevant information from different sources and evaluating our own and others’ work Poster creation			

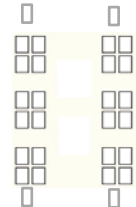
	Theory of the Multiple Intelligences: the students will access a WebQuest whose task completion and final product creation will promote the development of the <i>interpersonal intelligence</i> as the key intelligence. However, because of the nature of the activities, there will be other intelligences which will also be developed such as the linguistic, visual-spatial and intrapersonal intelligences. Promoting the reading habits school project: the last five minutes of every lesson will be dedicated to listening to the teacher reading the corresponding part of the book that students have chosen to be read during the lessons of this unit and which is related to the unit topic about animals: <i>The Jungle Book</i> or <i>The Lion King</i>	
SUPPORT AND EXTENSION ACTIVITIES	A wide range of activities, games, resources used in class, further information and explanations related to the topic and contents of the lesson can be accessed on the class' symboloo: https://www.symboloo.com/home/mix/13ePQQOH8i	
RESOURCES FOR PLANNING	School iPads, access to the internet, link to the WebQuest : https://www.bookwidgets.com/play/6BAJ26G?teacher_id=5938265583517696	
EVALUATION	Strategies for effective feedback	Effective feedback will be provided using a combination of the strategies identified by Lyster and Ranta (1997): - Request for clarification: <i>What do you mean by...?</i> - Repetition of the student utterance highlighting the error using intonation. - Metalinguistic feedback: <i>Do we say...? What could we say instead of ... ?</i> - Elicitation to elicit the correct answer: <i>Reptiles lay ...</i> - Explicit correction providing the correct answer: <i>The tiger DOESN'T lay eggs.</i>

	Tools for evaluation and assessment	• Summative assessment rubric to assess the project work of this session. • Year 5 class portfolio to record learning experiences: printed copy of the interactive poster to be included. • Project self- assessment questions which can be accessed in the evaluation part of the WebQuest. • Peer- evaluation: two stars and a wish. • Exit questions: class padlet. https://es.padlet.com/soniaogallacas/xcl1oayctv5iyurb • End of the unit self- assessment: target evaluation.
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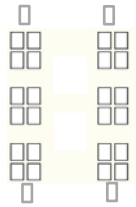
WEBQUEST STAGES							
1. INTRODUCTION		2. TASK	3. PROCESS	4. EVALUATION		5. CONCLUSION	
Activities/ tasks	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
INTRODUCTION ¹⁹							
1. Welcome everybody! 2. Here comes a curveball!!	Target skills: reading and speaking. Learning objective: -To discuss with our partners about what further information we would like to learn for the different animals groups.	Students will use the iPads to access the WebQuest. Although they are going to be working in groups, the teacher will be around monitoring their work, solving any problems or doubts they may have and observing them. <i>1. Hi friends! Kudos to you! You put your blood, sweat and tears over the last few</i>	Students are expected to read the welcome message and discuss with the members of their group the questions they can find in part two of the introduction section.	Groups of four or five 	iPads, access to the internet, WebQuest opened in the iPads	Students-students	5 minutes

¹⁹ See appendix, page 114.

	Multiple intelligence: - <i>Interpersonal.</i> To share our knowledge and thoughts with our partners.	<i>days and thanks to your hard work you can now take the last challenge! I know you are ready, willing and able to do a top- notch work so let´s go for it!</i> <i>2. As you know, in our previous lesson we learnt about different types of animals, their features and the groups they can be classfied into. In your group, discuss with your partners:</i> <i>- What groups can we classify animals into?</i> <i>- What other information about wild animals would you like to know? Maybe what they normally eat or the way they reproduce. It´s</i>					
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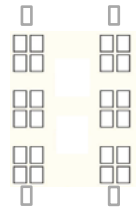
		up to you! There is still lots to discover my explorers!					
TASK²⁰							
Activities/ tasks	Skills/Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom arrangement	Materials	Interaction (T-S / S-S)	Time
1. Your task.	Target skill: reading. Learning objective: - To recognise the group of animals they are assigned and spot some of their features. Multiple intelligence:	Each student is assigned a group of animals randomly. They are going to work in groups to find out more information about the specific category of animals which is one of the followings: - Group 1: Mammals - Group 2: Reptiles - Group 3: Amphibians - Group 4: Birds - Group 5: Fish	Students are expected to discuss the main characteristics of their animals group assigned and work in groups to find further information.	Groups of four or five 	iPads, access to the internet, WebQuest link	Students-students	5 minutes

²⁰ See appendix, page 116.

	- <i>Interpersonal.</i> To discuss in a group about the main characteristics of the animals from the group allocated.	-Group 6: Prehistoric animals Then, they will create an eye-catching online poster to present their work to the rest of the class.					
PROCESS²¹							
1.Research . 2.Collaboration. 3.Poster creation and	Target skills: reading and speaking. Learning objectives: - To select relevant information from different	The teacher will ask students to organise themselves in the group so that they can make the most of the time they will have to search for information, discuss about it and create the final product which will be an interactive poster.	Students are expected to read the process information step by step and take a look to the websites that they have been provided with as well as other sources of information. They need to decide if they will work cooperatively or collaboratively and create an eye-catching interactive poster.	Groups of four or five 	iPads, access to the internet, WebQuest links, books, notes from previous	Students-students	40

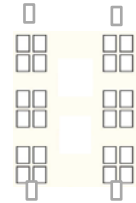
²¹ See appendix, page 117.

presentation.	sources and create an interactive poster. - To develop increased responsibility, self-direction and independence (Lifelong learning). - -To improve cooperative and collaborative learning skills. - To increase self-confidence and	They also need to use the websites links provided.			lessons.		
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	motivation. Multiple intelligence: - <i>Interpersonal.</i> To work with the members of a group, interacting and discussing ideas.						
EVALUATION²²							
1. Self-evaluation.	Target skills: reading and writing.	The students are going to self- evaluate their work during the realization of this project in a group and they will also evaluate the other groups' work.	The students are expected to self-evaluate their work and evaluate the groups of the other groups using the <i>two stars and a wish</i> system.	Groups of four or five	Ipads, access to the internet, WebQuest link	Students- students	10
2. Group evaluation.	Learning objective: -To judge and evaluate our own work and provide quality feedback to my partners.						

²² See appendix, page 120.

	Multiple intelligences: <i>-Intrapersonal.</i> To judge my own performance and identify my strengths and weaknesses. <i>-Interpersonal.</i> To interact with peers and provide constructive feedback.						
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CONCLUSION ²³							
Activity	Skills/ Learning objectives and multiple intelligences	Teaching procedure	What learners do	Classroom management	Materials	Interaction	Time
1. Time for padlet!	Target skill: writing. Learning objective: -To contribute any new content or language which has been learnt during the sessions. Multiple intelligence: -<i>Interpersonal.</i> To interact with the teacher and classmates online.	Students will see a message which congratulates them for their hard work. Also, they will be asked to contribute to the class' padlet with interesting information or facts related to the topic and about what they have learnt today.	Students are expected to contribute to the class' padlet commenting on the questions which are already posted or creating new ones about other areas of knowledge related to the contents and language they have learnt in the unit.		iPads, access to the internet, WebQuest link	Students-students	To be completed as homework

²³ See appendix, page 121.

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<https://learningapps.org/>

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<https://wordart.com/>

2.9. APPENDIXES

2.9.1. Theoretical framework

Intelligence	Characteristics	Skills	Careers
Linguistic	It refers to the capacity to use words effectively, whether orally or in writing, understanding language, its structure and the meaning of words.	Interpretation of literature; high level of reading comprehension; creative with words (poetry and narrative); completing written assignments; sophisticated use of words; participation in debates, discussions and formal speaking.	Storyteller, politician, journalist, poet
Logical-Mathematical	It concerns the capacity to use numbers effectively and reason well, identifying numerical, mathematical and logical patterns as well as thought, visual and colour sequences linking these to everyday life.	Conducting of experiments; solving puzzles and problems; manipulation of numerical values; performing of numerical operations; logical rationale; systematic and organised;	A mathematician, an accountant a scientist, computer programmer

		analysing of behaviours.	
Visual- spatial	It concerns the ability to perceive the visual-spatial world accurately and to make transformations upon those perceptions. It involves sensitivity to colour, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.	Drawing; painting; designing; completing jigsaw puzzles; map reading; orientation.	A hunter, a guide, an architect, an artist, an inventor, a sailor
Musical	It refers to the capacity to perceive, discriminate, transform, and express musical forms. It includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece.	Reproducing melody and rhythmic patterns; mimicking sounds (accents and speech); recognising musical instruments in a composition; appreciates a	Music critic, composer, a performer, a singer, a conductor

		variety of music; creating new music.	
Naturalist	It is the ability to recognise and classify a number of species among the flora and fauna of an individual's environment, showing sensitivity to other natural phenomena.	Comprehending natural and human systems; species discernment; recognising flora and fauna.	Botanists, ecologists, farmers, fishermen and fisherwoman
Bodily-Kinaesthetic	It concerns the ability to use one's whole body to express ideas, show feelings and also the facility to create or produce things using one's hands. Moreover, it involves specific physical skills such as flexibility or speed.	Making things, dancing; mimicking; acting out a role-play; demonstrating how to do something; communicating through body language or physical gestures.	A dancer, an athlete, an actress or actor, a craftsman, a mechanic, a surgeon
Interpersonal	This is the ability to recognize and distinguish moods, intentions, feelings, and motivations of other people, including sensitivity to facial expressions, voice, and gestures; also, the capacity for making a distinction	Social skills; person-person communicating and relating; understanding other points of view; good team member and on occasions team leader; finding a	Teachers; nurses, mental health professionals

	among many different types of interpersonal information; and the ability to respond effectively to those cues pragmatically.	compromise in conflict; mediation.	
Intrapersonal	This is the ability to adapt on the basis of self-knowledge, having an accurate picture of oneself, including inner moods, motivations, aspirations, strengths, weaknesses, desires and the capacity for self-understanding, self-esteem and self-discipline.	Gaining an insight into oneself; applying wisdom to a situation being intuitive; feeling inwardly motivated.	Entrepreneurs, psychologists, therapists

Table 1. Description of the eight multiples intelligences identified by Howard Gardner (Armstrong, 2009)

Target intelligence	Activities/tasks and resources
Logical- mathematical	Put sentences or pictures in order; use of graphs and charts; solve problems, puzzles or riddles; fill in the gap, choose the correct option; categorise in groups.
Visual- spatial	Map interpretation, spotting differences, drawing, use of visual resources such as flashcards, pictures, photos, PowerPoint presentations, realia and use of videos.
Bodily- kinaesthetic	Total- physical response games; role- plays, miming; dance; use of puppets.
Musical	Karaoke; reading out loud; listening and singing songs.
Interpersonal	Debates, surveys, pair and group work, discussions, play a quiz in teams.
Intrapersonal	Writing in a journal, portfolios, self-evaluation, blogs, reading for pleasure.

Table 2. Tasks and activities to stimulate other multiple intelligences in the foreign language class
(Armstrong 2006)

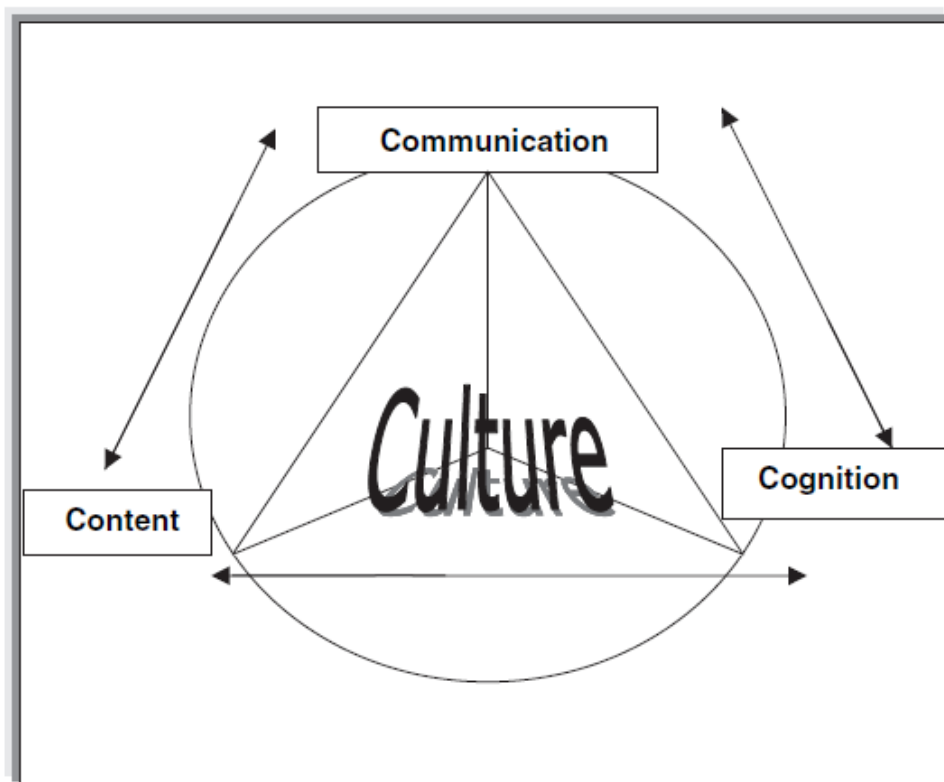


Figure 1. The 4Cs Framework for CLIL (Coyle 2007: 551)

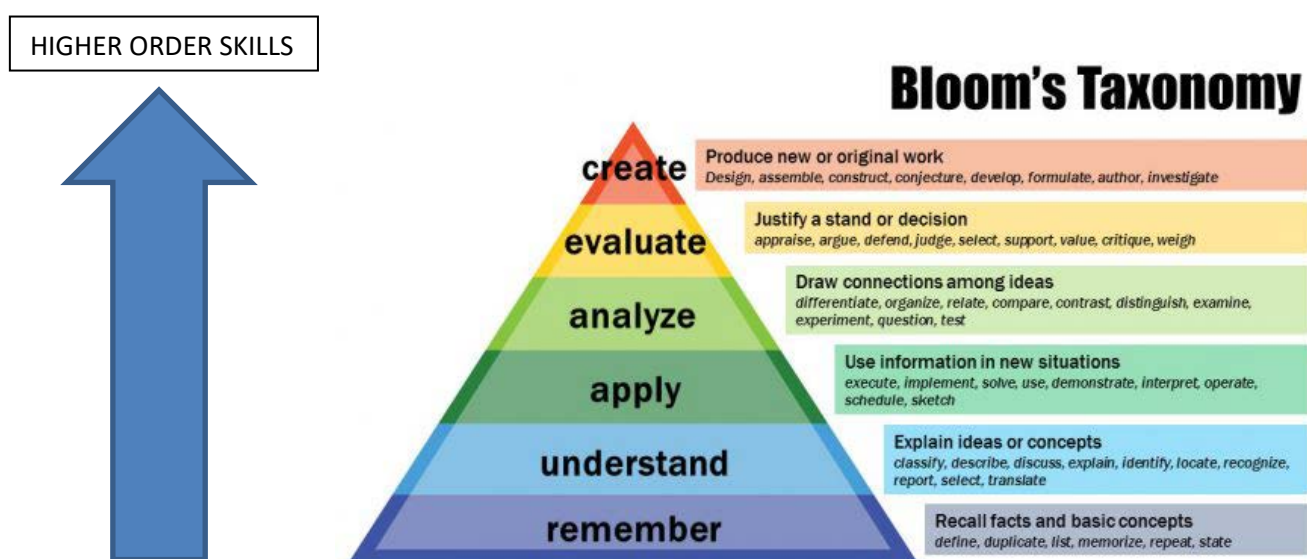


Figure 2. Bloom's taxonomy of cognitive skills

Source: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

2.9.2. Contents

CONTENTS FOR 5 TH PRIMARY EDUCATION- ENGLISH		
CONTENTS BLOCKS ACCORDING TO THE DIFFERENT SKILLS	Block 1. Comprehension of oral texts	- Listen to a poem to understand the writer's feelings. - Listen to a poem to identify comparative and superlative forms. - Listen to song to recognise comparative forms, including those which are irregular forms. - Listen to our partners reading a poem with a specific intonation in order to guess their pretended emotional mood.
	Block 2. Production of oral texts	- Oral communication as the mean of interaction in class. - Oral answer to questions about animals. - Talk about different objects, photos or realia connected to the topic of animals. - Oral answers in group discussions. - Oral interaction to work in pairs and groups in order to complete the assignments. - Sing a song with a focus on the pronunciation and intonation of key words related to the topic of animals. - Oral presentation of the final project about a specific group of animals. - Participation in games and quizzes where students have to reach agreement to make a group decision.

	Block 3. Comprehension of written texts		- Recognise words related to animals, animals group classification and grammar structures. - Read an email from a penfriend talking about her experience in a zoo in a different country. - Read a text with a focus on detail to answer comprehension questions. - Read sentences to decide if they are true or false according to the text. - Read a poem to draw inferences about the writer' thoughts and feelings. - Read information about animals from different online sources and select relevant ideas and key words. - Read questions from different tasks and instructions in the WebQuest of the last session.
	Block 4. Production of written texts		- Write the name of a wide range of wild animals. - Write the name of the groups that animals can be classified into. - Write a poem about animals. - Write a song about animals. - Write sentences using the comparative and superlative form of short adjectives.
	Specific content within the four	Communication functions	- Practise vocabulary about wild animals. - Communication with the teacher and classmates in English. - Participation in vocabulary and communication games individually and in groups. - Asking questions to elicit information.

		Vocabulary	- Wild animals: cheetah, turtle, otter, lemur, koala, tiger, rhino, whale, seal. - Adjectives: big, short, long, small, slow, heavy, tall, fast, light. - Adjectives to show feelings: happy, sad, upset, worried, angry, lazy, scared, confused. - Animals' classification: vertebrates, invertebrates, reptiles, birds, fish, mammals, amphibians and prehistoric. - Units of measurement: kilograms, metres. - Numbers: hundreds and thousands.
		Discursive-syntactic	- Comparative form of short adjectives. - Superlative form of short adjectives. - Wh- particles to make questions. - Questions structure to ask about the length, weight or height of animals.
		Pronunciation and spelling	- Sing a song about animals with correct intonation and pronunciation. - Read a poem about animals with correct intonation and pronunciation of key words.
	Transversality		To show respect, tolerance and care for animals To value the vital cycle of animals

Table 3. Contents for 5th of Primary Education in the English subject

Source: Conserjería de Educación, Cultura y Deporte

<http://www.juntadeandalucia.es/educacion/descargasrecursos/curriculo-primaria/pdf/PDF/textocompleto.pdf>

2.9.3. Basic competences

Basic competences	Key aspects
Competence in linguistic communication	Oral and written correct use of specific language related to the topic of animals
Mathematical, scientific and technological competence	Using numbers and units of measurement and reasoning to understand and interpret information related to the topic of animals Learning about animals' kingdom classification and characteristics
Digital competence	Using ICTs to search for information about the different groups' animals can be classified into and as an essential element of compressive and more engaging learning input
Social skills and citizenship competence	Be aware of the importance of biodiversity Talk and discuss about animals with other people
Cultural and artistic competence	To reflect on the importance of museums and zoos as a source of knowledge
Learning to learn competence	Working individually to write a poem about animals organising one's own learning
Autonomy and personal initiative competence	Being responsible to carry out different assignment correctly Development of social skills through group discussions, pair and group work and developing respect, tolerance, agreement and decision-taking attitudes

Table 4. Basic competences in the Spanish educational system.

Source: <https://www.boe.es/buscar/pdf/2015/BOE-A-2015-738-consolidado.pdf>

2.9.4. Sample materials from lesson 1

- Activity 2. Top zoos! Links to watch a video from the different zoos and photos of these.



San Diego zoo video:

<https://www.youtube.com/watch?v=trnJPE23fJk>

National Zoological Gardens of South Africa video:

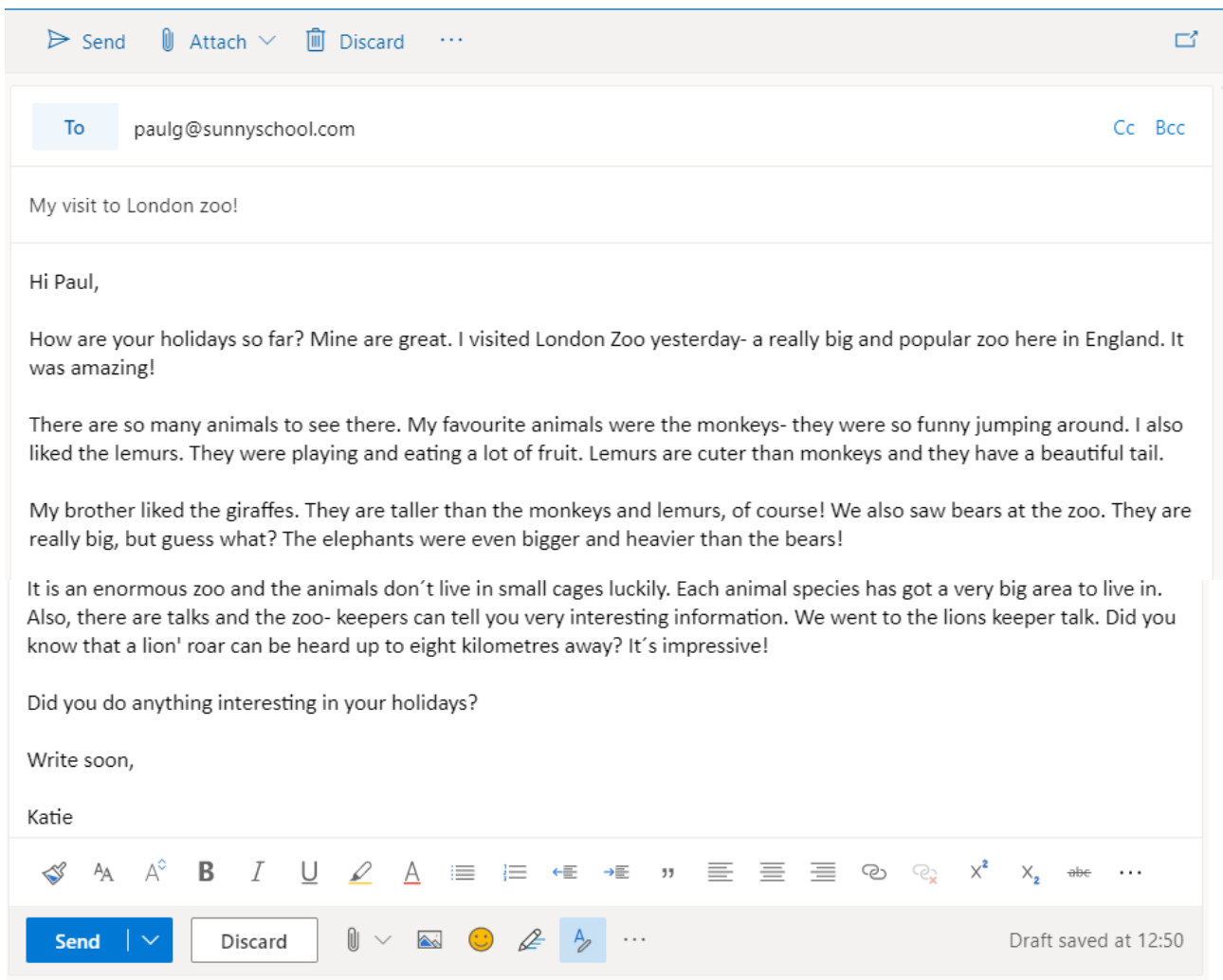
<https://www.youtube.com/watch?v=wqvrHGCAaNO>



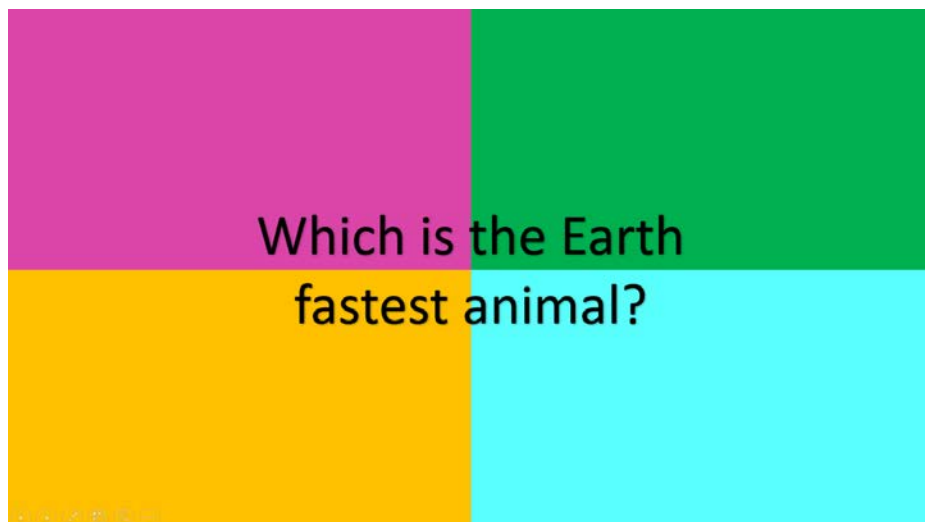
London zoo video:

<https://www.youtube.com/watch?v=-OkyAEqdWso>

- Activity 3. Task. An email for you!



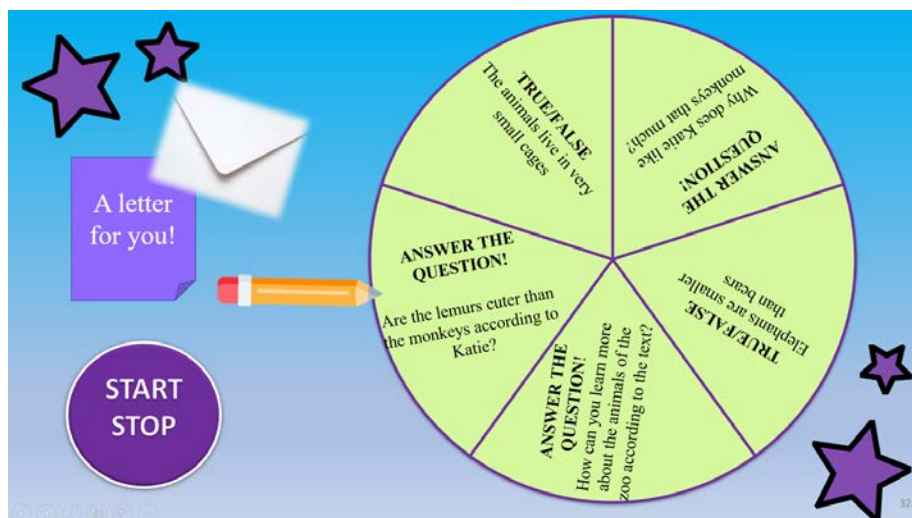
- Activity 3. Trivial game.





Cheetah photo retrieved from <https://www.livescience.com/27319-cheetahs.html>

- Activity 4. Post- task. Ready, steady, spin!



2.9.5. Sample materials from lesson 2

- Activity 1. Warm up. Words hunters.



Created through <https://wordart.com/>

- Activity 2. Pre- task. Matching, marching!

Name

Tally

How heavy?

700 kilograms

How tall?

Five metres

How long?

Three metres

How fast?

Fast

- Activity 3. Task. *Minutes hunt!*



Footprints photos retrieved from <http://www.seekgif.com/backgrounds/paw-print-background.html>

Minutes hunters! Questions

1. Put the words in order to make a sentence:

Animals in fastest the cheetahs are world the

2. Unscramble the following word:

Urlme

3. What is the secret question? 8 15 23 8 5 1 22 25 9 19 20 8 5
18 8 9 14 15 ?

1= a 2= b 3= c 4= d 5= e 6= f 7= g 8= h 9= I 10= j 11= k 12= l 13= m 14= n 15= o
16= p 17= q 18= r 19= s 20= t 21= u 22= v 23= w 24= x 25= y 26= z

4. **Find and correct the mistake:** Camels are bigger than koalas.

5. **Which is the correct option?**

Whales are heavier/heaviest/heavyer/heavy than turtles.

6. **Order the animals from the fastest to the smallest:** fish ant turtle whale
elephant bee

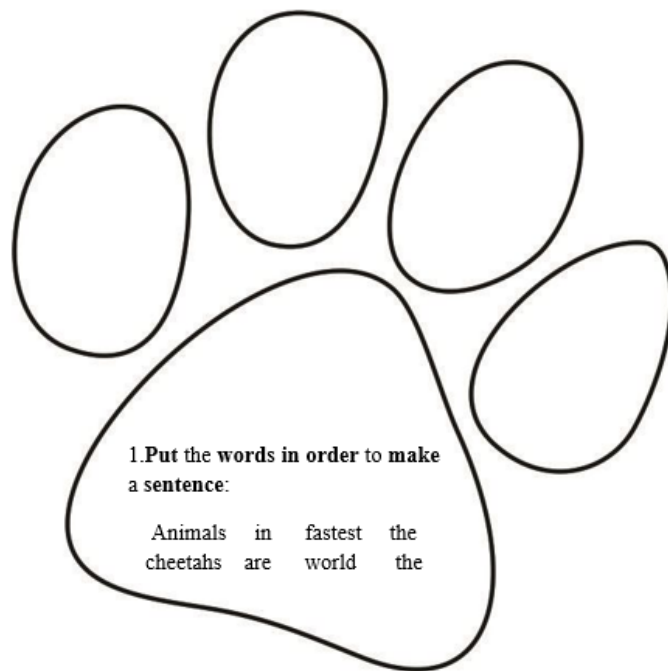


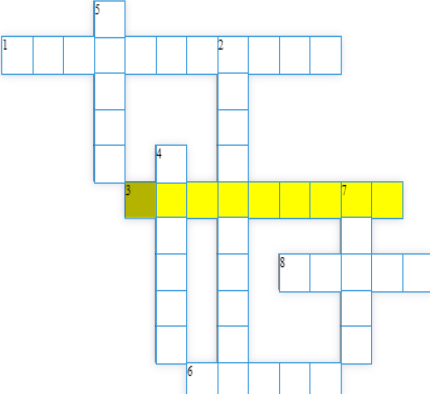
Figure 3. Sample of one of the questions on an animal footprint template.

- Activity 5. Cool- down. *Brain game challenge: a crossword to solve!*

Words searchers!

Horizontal

1. What animal turns into a butterfly?
3. What unit of measurement would you use to weigh an elephant?
6. It is the teacher's favourite wild animal
8. What unit would you use to measure the height of a giraffe?



Vertical

2. It is a very popular zoo in England
4. It is the comparative form of the adjective "big"
5. This adjective is the opposite of "light"
7. What unit would you use to measure the length of a snake?

Figure 5. Crossword. Created through <https://www.bookwidgets.com/>
https://www.bookwidgets.com/play/J9VEJ3?teacher_id=5546888005681152

2.9.6. Sample materials from lesson 3

- Activity 1. Warm- up. Our inside world.

Inside Out film trailer <https://www.youtube.com/watch?v=seMwpP0yeu4> (0- 2.07'')

- Activity 2. Pre-task. Pick it up!

I imagine

I imagine a place where

The animals are wild and free,

A place where there are

No buildings for them to see.

Where the trees are taller than giraffes,

And the clean lands shine more than the stars.

I imagine the animals I'd like to see

Swimming in the deep blue sea.

Are the fish smaller than the seals?

Which sea creature is the fastest for real?

I imagine the animals I'd like to see

Jumping and running in the jungle free.

Which animal is the scariest of all?

It doesn't matter, they all have a soul.

I imagine the animals safe from fire,
I imagine the animals with no plastic wires.

2.9.7. Sample materials from lesson 4

- Activity 3. Task. Our class discography!

Under the sea

The seaweed is always **greener**
In somebody else's lake
You dream about going up there
But that is a big mistake
Just look at the world around you
Right here on the ocean floor
Such wonderful things surround you
What more is you lookin' for?

Under the sea

Under the sea

Darling it's **better**...

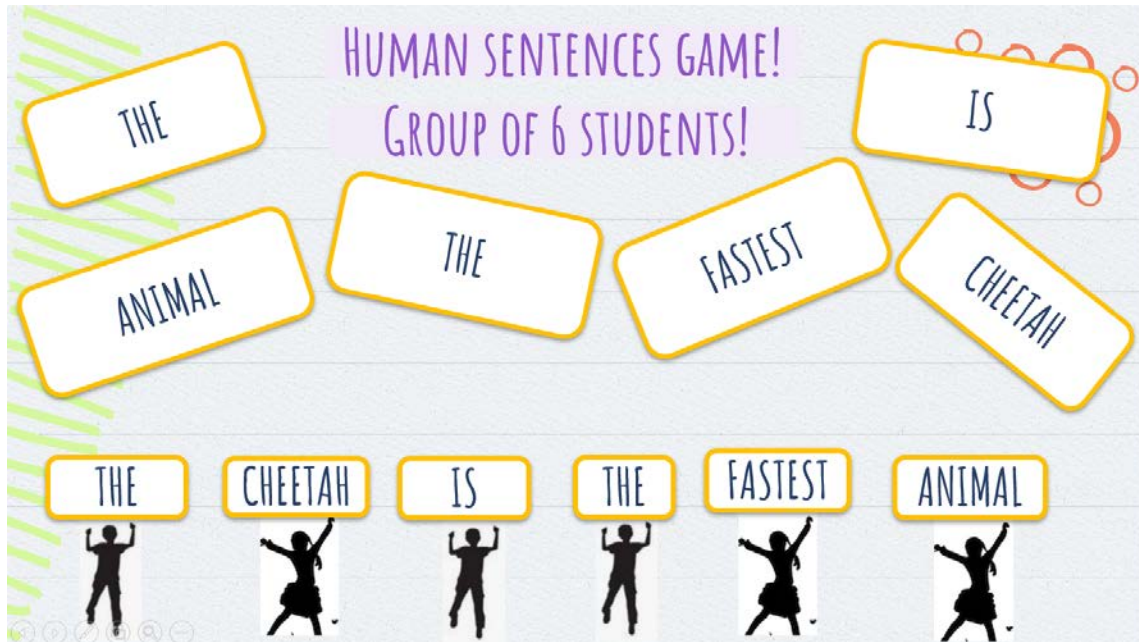
Down where it's **wetter**

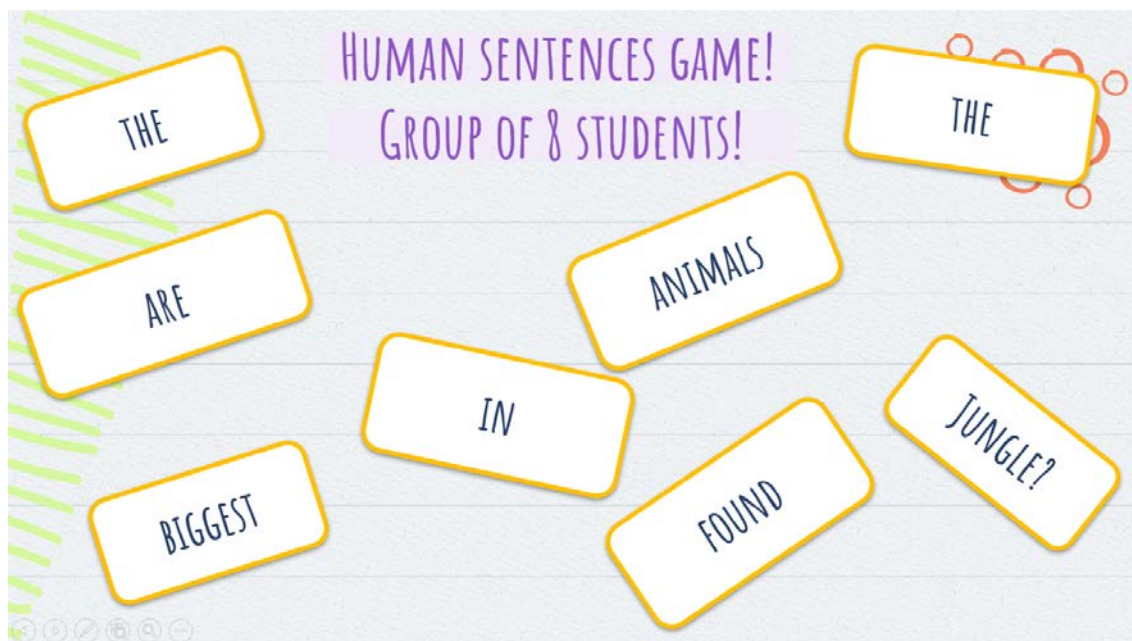
Take it from me

Up on the shore they work all day

Retrieved from https://www.youtube.com/watch?v=GC_mV1IpjWA

- Activity 5. Cool- down. Human sentences.





2.9.8. Sample materials from lesson 5

- Activity 1. Warm- up. *Wildlife snaps!*



WILDLIFE PHOTOGRAPHER OF THE YEAR 2019

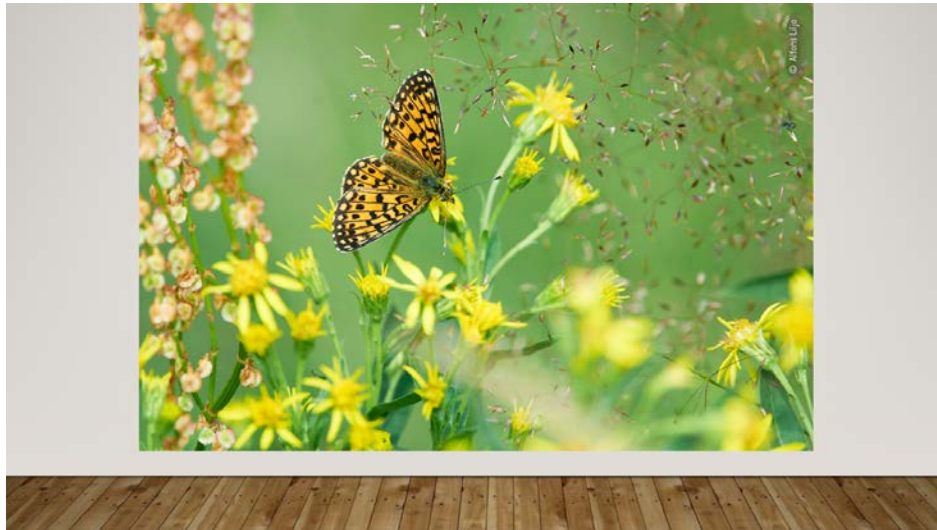
YONGQING BAO, CHINA

Wildlife Photographer of the Year champions ethical photography. The images are chosen for their artistic composition, technical innovation and truthful interpretation of the natural world.

A photograph of Yongqing Bao, the 2019 Wildlife Photographer of the Year winner. He is a man in a dark suit and tie, holding a small, realistic-looking statue of a cat. In the background, a logo for the 'NATURAL HISTORY MUSEUM' is visible. The entire slide has a light grey background with a wooden floor texture at the bottom.

Natural History Museum Winning photo





Source: <https://www.nhm.ac.uk/>

- Activity 2. Pre- task. *Guess the odd one out!*





Photos retrieved from <https://kids.nationalgeographic.com/animals/>

- Activity 3. Task. *I bet I guess!*

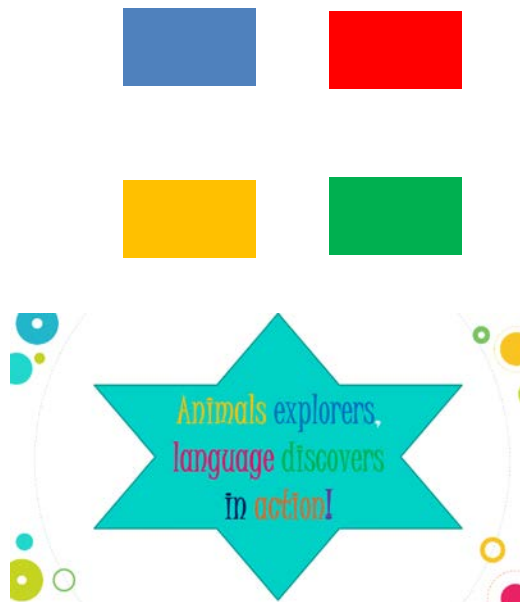




Photos retrieved from <https://kids.nationalgeographic.com/animals/>

- Activity 4. Post- task. *Kahoot time!*

Kahoot coloured cards for the different groups



Sample of kahoot questions

What classification of animals are vertebrate?

18

Kahoot!

Skip

0 Answers

▲ Only birds

◆ fish and reptiles but not mammals and birds

● fish, reptiles, amphibians, birds and mammals

■ reptiles, fish, birds, mammals bu not amphibians

Game joining: open kahoot.it Game PIN: 879627

What is the only type of animal that has feathers?

19

Kahoot!

Skip

0 Answers

▲ reptiles

◆ fish

● amphibians

■ birds

Game ioining: open kahoot.it Game PIN: 879627

In which group would you classify humans?

17

Kahoot!

Skip

0 Answers

▲ reptiles

◆ a different group

● mammals

■ birds

Game joining: open kahoot.it Game PIN: 879627

Vertebrate animals have a backbone

3

Team Talk

Skip

0
Answers

◆ True

▲ False

Game joining: open kahoot.it Game PIN: **879627**

Created through <https://kahoot.com/schools-u/>

- Activity 5. Cool- down. *Language searchers.*

Language searchers!

d	g	c	k	s	s	w	c	v	a	f	p	e
c	k	o	g	u	t	f	o	s	s	i	l	s
a	d	j	q	s	c	a	l	e	s	n	b	c
z	m	m	l	e	d	q	d	t	y	y	a	h
r	x	b	f	e	o	a	-	f	l	o	e	u
i	n	v	e	r	t	e	b	r	a	t	e	o
j	o	a	i	d	g	i	l	l	s	m	i	l
o	d	e	m	u	z	u	o	l	n	w	u	z
a	g	l	f	r	t	q	o	f	y	k	o	j
p	x	f	x	d	u	c	d	u	o	a	g	z
w	b	f	e	a	t	h	e	r	s	m	m	c
d	z	r	v	l	a	m	d	v	k	r	u	o
q	b	o	k	c	q	i	y	r	i	s	t	o
i	v	l	q	t	g	v	b	d	n	l	v	s

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Created through <https://www.bookwidgets.com/>

2.9.9. Sample materials from lesson 6 WebQuest

- Introduction.
 - Welcome everybody!

 Vista de estudiante [Diseño](#) [Imprimir](#) [Atrás](#)

Animals explorers, language discovers project

Step 1. WELCOME EVERYBODY!

Step 2. Here comes a curveball!

Hi friends!

Kudos to you! You put your blood, sweat and tears over the last few days and thanks to your hard work you can take the last challenge! I know you are ready, willing and able to do a top- notch work so let ´s go for it!

[Introduction](#) [Task](#) [Process](#) [Evaluation](#) [Conclusion](#)

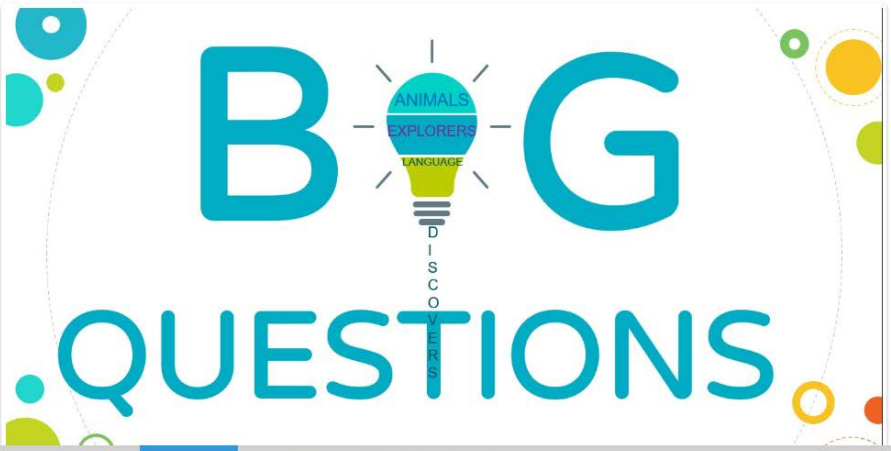
Vista de estudiante Diseño Imprimir Atrás

Animals explorers, language discovers project

As you know, in our previous lesson we learnt about different types of animals, their features and the groups we can classify animals into according to their characteristics. In your group, discuss with your partners:

Step 1. WELCOME EVERYBODY!

Step 2. Here comes a curveball!



Introduction Task Process Evaluation Conclusion

- Here comes a curveball!

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Animals explorers, language discovers project

Step 1. WELCOME EVERYBODY!

Step 2. Here comes a curveball!



Discuss with your partners!

1. What groups can we classify animals into?
2. What other information about wild animals would you like to know? Maybe... what they normally eat or the way they reproduce. It's up to you!

There is still lots to discover my explorers!

Introduction Task Process Evaluation Conclusion

- Task.

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Animals explorers, language discovers project

YOUR TASK

As you know, you have been assigned a group of animals randomly. You are going to work in groups to [find out more information about your specific group of animals](#) which is one of the followings:

- Group 1: Mammals
- Group 2: Reptiles
- Group 3: Amphibians
- Group 4: Birds
- Group 5: Fish
- Group 6: Prehistoric animals

Then, you will create an eye-catching online poster to present your work to the rest of the class!

Introduction

Task

Process

Evaluation

Conclusion

Vista de estudiante

Animals explorers, language discovers project

Then, you will create an eye-catching online poster to present your work to the rest of the class!





Introduction

Task

Process

Evaluation

Conclusion

- Process.
- Research.

Vista de estudiante Diseño Imprimir Atrás

Animals explorers, language discovers project

Step 1. Research

Step 2. Collaboration.

Step 3. Poster creation and presentation.

1. Description.

Your job is to search information on the internet about your group of animals. You can find information about:

- **Their habitats.** Where do they normally live? (desert, mountain, forest, ocean, grassland, etc)
- **What they eat:** are they herbivores? carnivores? omnivores?
- **Reproduction.** How do they reproduce? Do they lay eggs? Do they give birth?
- **Interesting facts.**
- **Any other type of information!**

Introduction Task **Process** Evaluation Conclusion

Vista de estudiante Diseño Imprimir /

Animals explorers, language discovers project

Step 1. Research

Step 2. Collaboration.

Step 3. Poster creation and presentation.

2. How?

You need to organise yourselves so that you make the most of the time you will have. It is extremely important that you work as a group! What do you prefer?

- Each of you work on one section of information (habitat, nutrition, reproduction...) and then you tell each other what it is about and put the information together.
- You work on the same section of information and you collaboratively decide the pieces of information that are more relevant.

3. What can I use to search information?

You will have at your disposal:

- The tablets from school to search for information on the internet. Use some of these sites to find information:

<https://kids.nationalgeographic.com/animals/>
<https://www.sciencekids.co.nz/sciencefacts/animals.html>
<https://www.ducksters.com/animals.php>
<https://www.scienceforkidsclub.com/animals.html>
<https://www.kidzone.ws/animals/>

Introduction Task **Process** Evaluation Conclusion

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Animals explorers, language discovers project

Step 1. Research

Step 2. Collaboration.

Step 3. Poster creation and presentation.

<https://www.kidzone.ws/animals/>

If you want to search more information, use *kidsclick* and *yahooligans*.

- If you need to use the dictionary to check on the spelling of a word, find the meaning of a word or know how to say a word in English, please use the following online dictionaries:
<https://dictionary.cambridge.org/es/> or <https://www.wordreference.com/>
- Books.
- Your notes from the previous lesson as it would be fantastic if you include all the information you have learnt in class too.
- As you know, in this unit you have been learning about comparative and superlative forms of adjectives so it would be great if you could use the language you have learnt when you create your poster.



Follow the steps!

Introduction Task **Process** Evaluation Conclusion

- Collaboration.

Vista de estudiante

Diseño Imprimi

Animals explorers, language discovers project

Step 1. Research

Step 2. Collaboration.

Step 3. Poster creation and presentation.

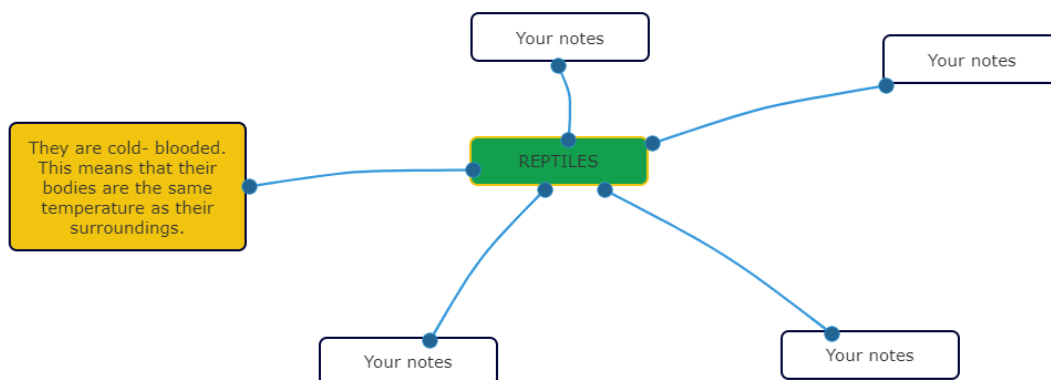
Your research is finished! I am sure you have been able to find lots of interesting information! Now you need to put all your findings together in your group and think about the layout of the poster you will create.

Click on the following picture to create an interactive mindmap with all your notes:



Introduction Task **Process** Evaluation Conclusion

- Mindmap



• Poster creation and presentation.

Vista de estudiante Diseño Imprimir Atrás

Animals explorers, language discovers project

Step 1. Research

Step 2. Collaboration.

Step 3. Poster creation and presentation.

Create your poster online:

- Go to <https://edu.glogster.com/> and log in using the username and password that the teacher provided you with.
- Click on the following link to get some copyright free photos you may want to use: <https://www.pics4learning.com/>
- Everyone needs to add a photo and a piece of information to the poster.
- In your group, you are going to decide how you will present your work. Everyone needs to present some information.
- You will answer some self- evaluation questions. This is in the evaluation section.
- You will evaluate your partners' work from other groups by using the two stars (two things they did really well) and a wish (something they could improve) peers' evaluation.

• If you have any questions or doubts, I am at your beck and call!

Introduction Task **Process** Evaluation Conclusion

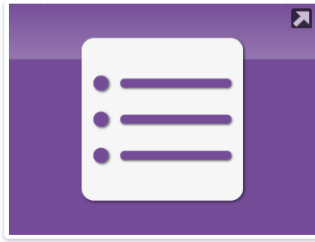
- Evaluation.

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Animals explorers, language discovers project

Self- evaluation
Groups evaluation

1. Self- assessment. Please click on the self- evaluation picture to see the questions and answer them on the sticky note the teacher gave you. Don't forget to write your name :)



Introduction Task Process **Evaluation** Conclusion

- Self- evaluation.

Vista de estudiante

Project self- evaluation

Question 1

How effective was my contribution to the group?

Question 2

What did I learn about the group of animals my team researched?

Question 3

What did I learn when I listened to other groups presentations?

Question 4

How did my English improve by doing this project?

Question 5

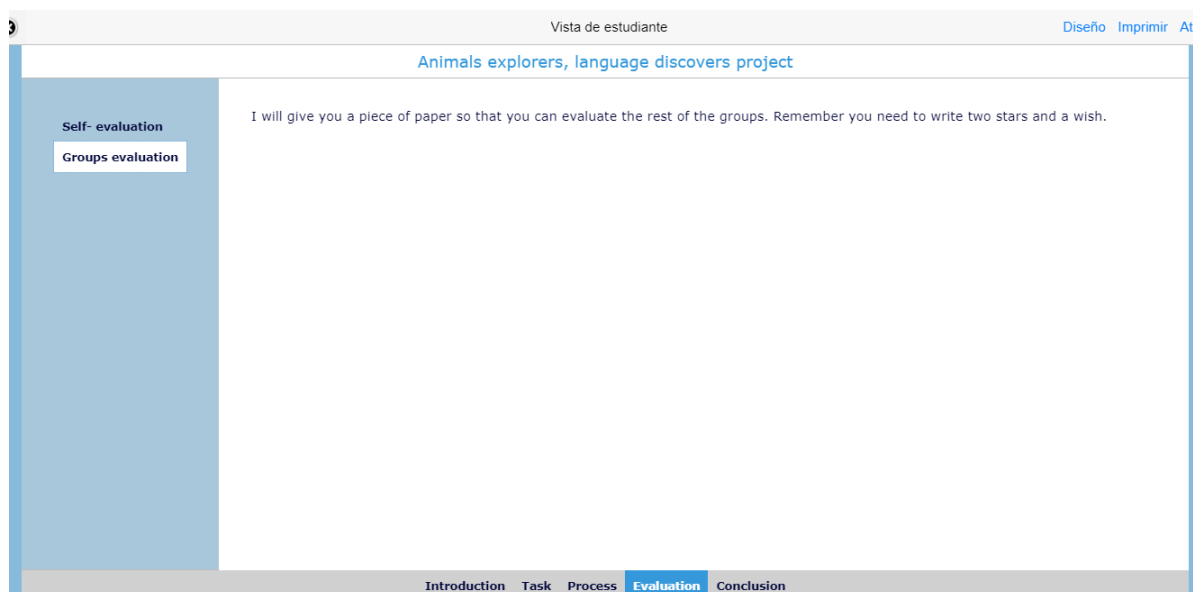
Do I like working in groups? Why?

Question 6

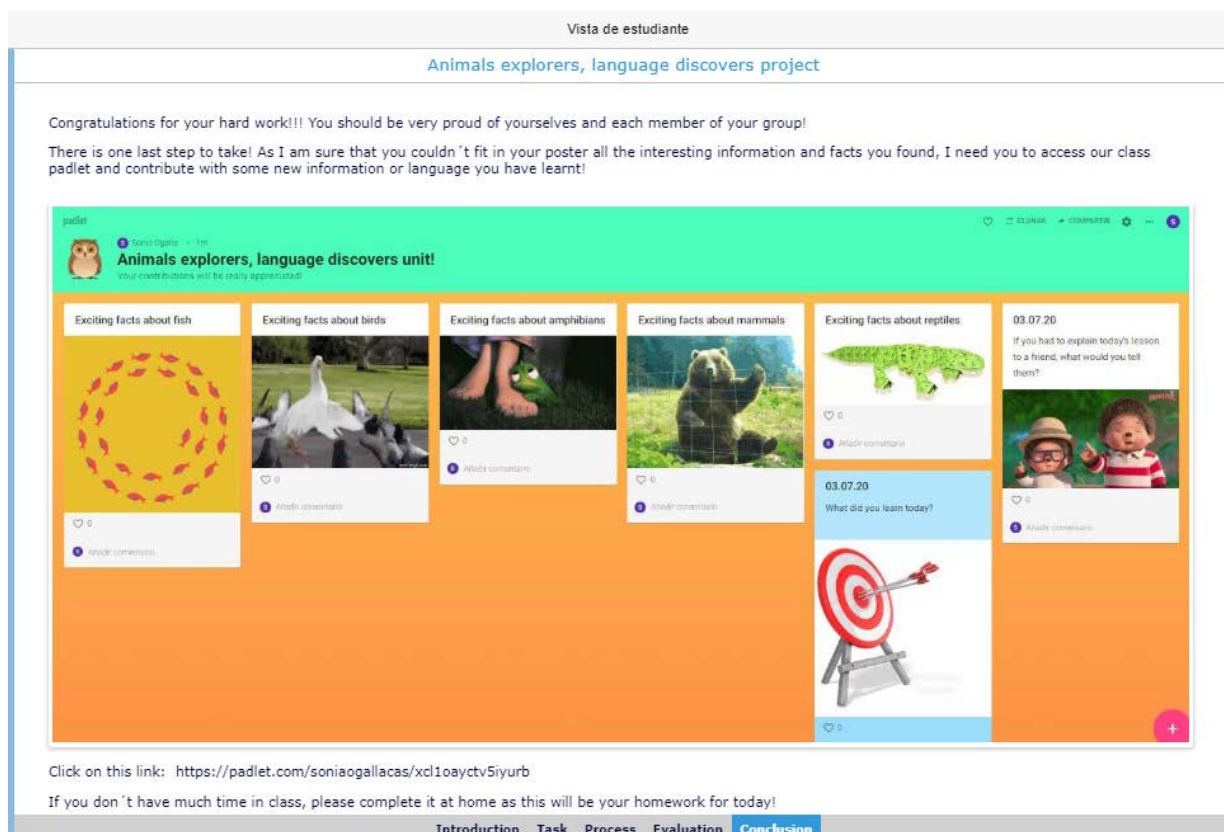
What did I learn about using the internet?

Submit

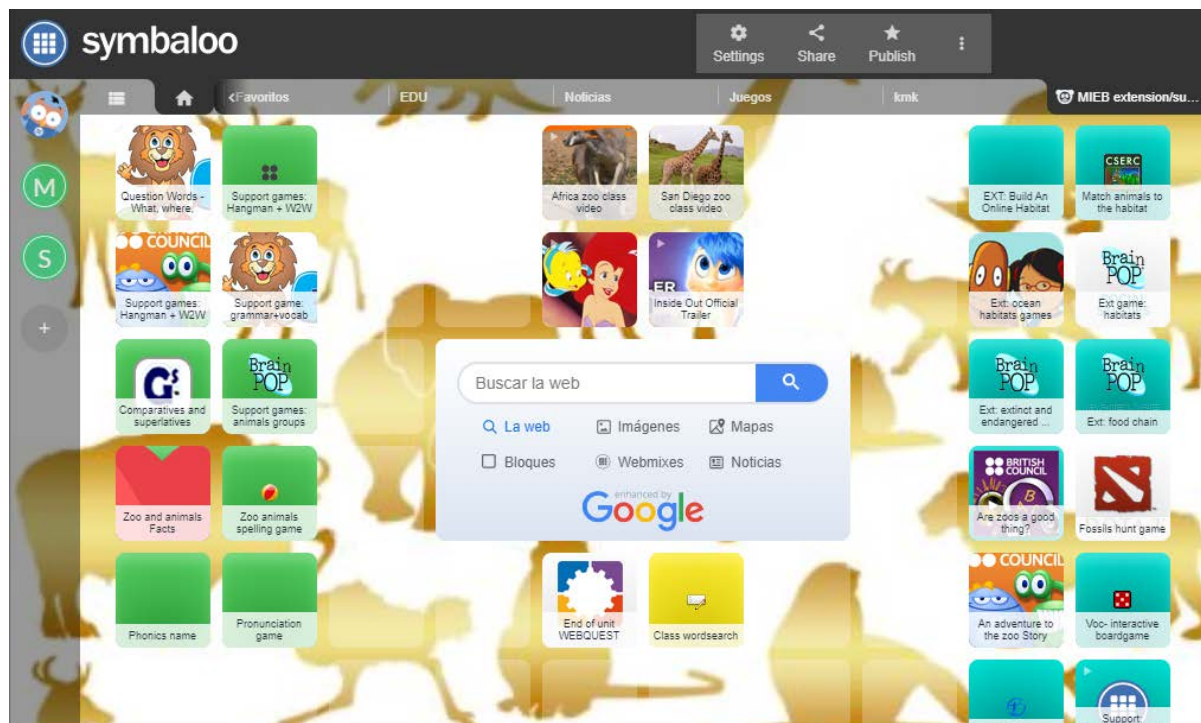
- Groups evaluation.



- Conclusion



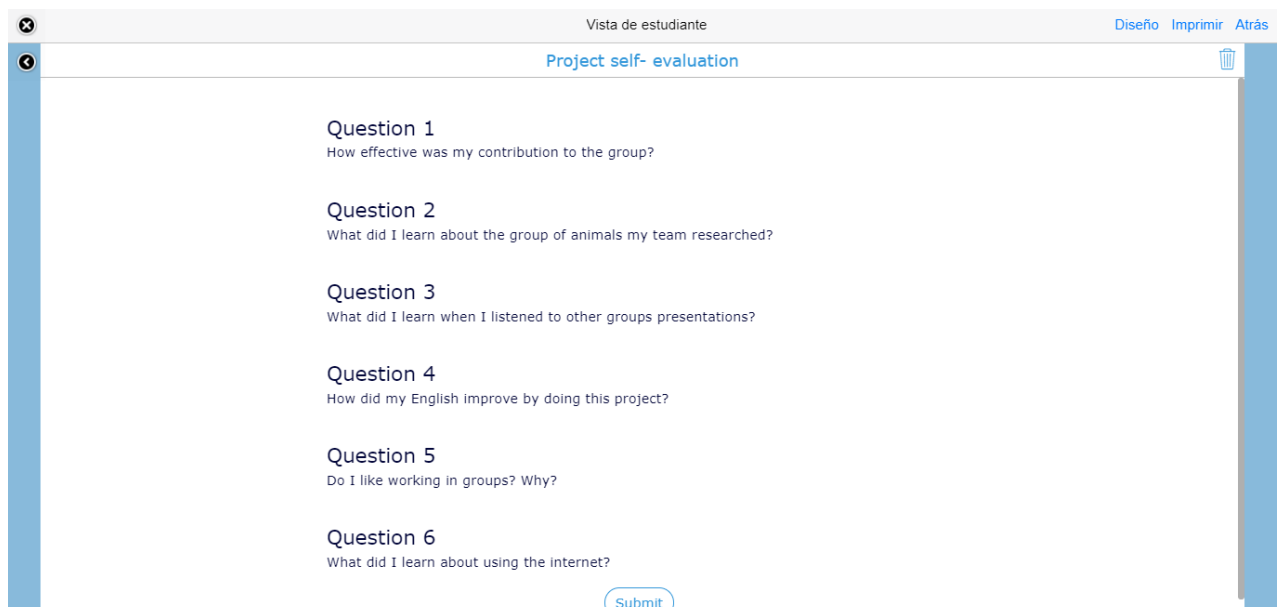
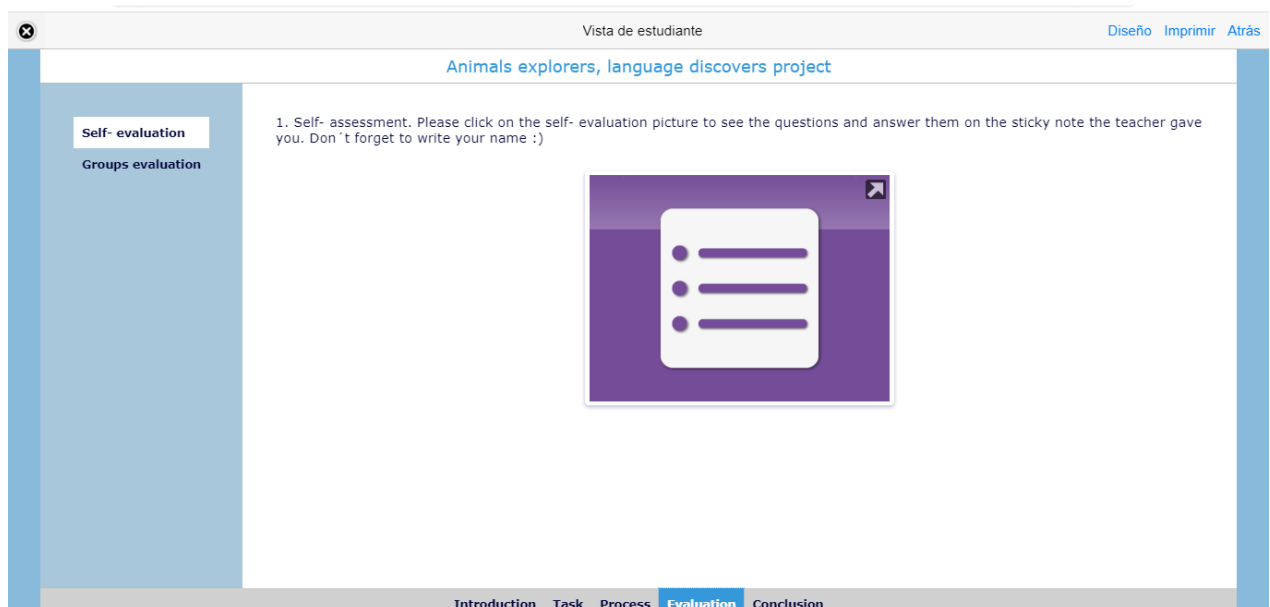
2.9.10. Support and extension activities, games, further information, class videos and other resources



Source: <https://www.symbaloo.com/home/mix/13ePQQOH8i>

2.9.11. Evaluation tools

- Webquest session 6.
 - Self- evaluation questions.



- *Group evaluation. Two stars and a wish.*

Vista de estudiante

[Diseño](#) [Imprimir](#) [Atrás](#)

Animals explorers, language discovers project

Self-evaluation

Groups evaluation

I will give you a piece of paper so that you can evaluate the rest of the groups. Remember you need to write two stars and a wish.

Introduction

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- End of the unit project assessment. *Rubric*.

END OF THE UNIT PROJECT- ASSESSMENT						
	Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Unsatisfactory (1)	Score
CONTENT	Description of the characteristics of the group of animals which has been assigned to each group: mammals, birds, fish, reptiles, amphibians or prehistoric animals.	Student can describe confidently some of the features of their group of animals adding detail to their answers.	Student can describe some of the features of their group of animals with some confidence adding some detail or extra information to their answers.	Student can name some of the features of their group of animals.	Student cannot name any of the features of their group of animals.	
	Identification of relevant information from various sources of information about the topic of the task	Student identifies relevant information from at least 3 sources and re- write it using their notes and their own words.	Student identifies relevant information from at least 2 sources and re- write it using their notes and their own words.	Student identifies relevant information from at least 2 sources but does not take notes to elaborate their ideas and use their own	Student does not identify relevant information from any source.	

					words.		
LANGUAGE FOR COMMUNICATION	Speaking skill	Use of language for oral communication and discussions about animals, their characteristics and classification.	Student responds very well to messages during the discussion and interaction	Student responds well to messages during the discussion and interaction	With the teacher's or peer's support, student responds during the discussion and interaction	Student does not respond to oral messages	
	Listening skill	Understanding of oral directions during the lesson	Student responds promptly to all oral directions in L2	Student responds promptly to most oral directions in L2	Student responds to some oral directions in L2 when these are repeated	Student never responds to oral directions even if these are repeated	
	Reading skill	Reading written texts from different sources of information: books, different websites	Student can read different texts and identify key words and ideas confidently	Student can read a text and identify some key words and ideas	Student reads a text and identify some key words and ideas with little help from teachers and peers	Student cannot read a text and identify key words or ideas despite significant help from teachers and peers	

	Writing skill	Use of language in written pieces of work	Student writes original sentences correctly and makes minor mistakes when using new vocabulary and grammatical structures	Student writes original sentences correctly and makes minor mistakes, but does not attempt to use new vocabulary and grammatical structures	Student writes sentences with mistakes in familiar structures or words, and does not attempt to use new vocabulary or grammatical structures	Student writes incomplete or incomprehensible sentences	
COGNITION	Creativity	Originality in preparation and execution of an interactive poster	Student can contribute original ideas for designing and preparing an eye-catching poster and discuss with their partners about it providing reasons to support their idea	Student can contribute original ideas for designing and preparing an eye-catching poster	Student can contribute at least 1 original idea to design and prepare an engaging poster	Student has no original ideas for designing and preparing the final product	

	Thinking skills	Explaining information related to the task topic applying the knowledge acquired during the task completion and previous lessons	The student has an excellent knowledge about the unit topic and can explain confidently the content acquired, using the target language learnt	The student has a good knowledge about the unit topic and can explain the content acquired with some confidence, using some of the target language learnt	The student has some knowledge about the unit topic and can explain some of the content acquired, using some of the target language learnt	The student really struggles with explaining the content acquired and using the target language learnt	
CULTURAL ELEMENTS	Considering the habitats where different animals live and where they can be found in the world	Student confidently knows the habitat of some animals and in which country they can be found	Student knows the habitat of some animals and in which country they can be found	Student knows the country in which some animals are more likely to be found	Student does not know the habitat of any animal or the country where they can be found		

GROUP WORK	Ability to cooperate and collaborate when carrying out group tasks	Student performs very well as a group member all the time, demonstrating initiative, organization skills and willingness to get involved and help their peers	Student performs well as a group member most of the time, demonstrating initiative, organization skills and willingness to get involved and help their peers	Student sometimes performs well as a group member demonstrating some initiative and support for other members	Student does not perform well as a group member at any time	
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Table 5. A rubric for assessing the end of the unit projec

- End of the unit. *Target evaluation. Self- assessment.*

On a scale of 1 to 5 – where 1 is *really useful* and 5 is *not very useful* – please rate the following assessment criteria for the content and language learnt in the unit of “Animals explorers, language discovers”
(English as a foreign language , 5th Primary Education)

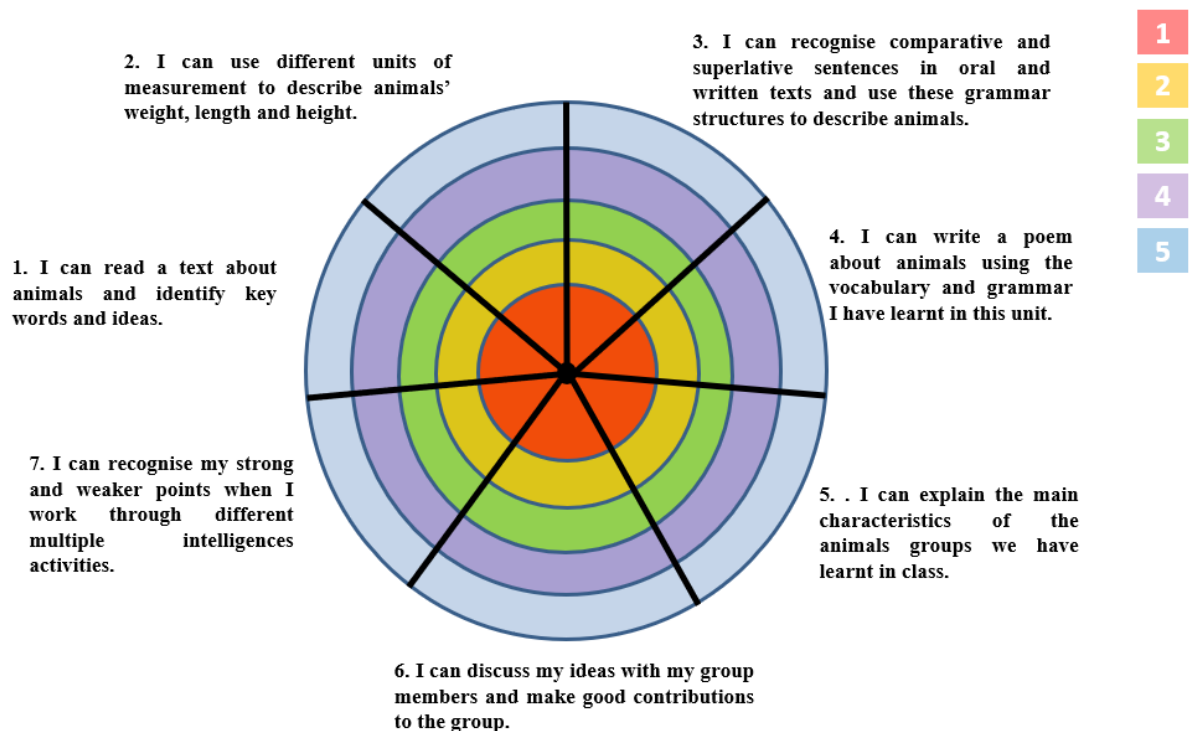


Figure 3. Target evaluation for end of the unit self- assessment.

Template retrieved from

https://docs.google.com/document/d/1pt63bhBzRGGVqSUUCbxgWOwLvJJaq9_NBxX0G-tKGhw/edit

- Formative assessment sheet. *Observation summary notes.*

FORMATIVE ASSESSMENT: OBSERVATION SUMMARY NOTES											
Date	Student's name	Content acquisition	Language acquisition	Fluency and confidence when communicating in English	Interest shown towards learning	Ability to work in a group	Multiple intelligences				Other comments
							What they like	Good at	Learns best by	Struggles with	

Table 6. Observation. Summary notes sheet

- Formative assessment. Padlet. Exit cards.

padlet.com/soniaogallacas/xcl1oayctv5iyurb

padlet

Sonia Ogalla · 3d

Animals explorers, language discovers unit!

Your contributions will be really appreciated!

Exciting facts about fish



0

Añadir comentario

Exciting facts about birds



0

Añadir comentario

Exciting facts about amphibians



0

Añadir comentario

Exciting facts about mammals



0

Añadir comentario

Exciting facts about reptiles



0

Añadir comentario

02.07.20

EXIT CARD. If you had to explain today's lesson to a friend, what would you tell them?



0

Añadir comentario

03.07.20

EXIT CARD. What did you learn today?

