

STRATEGIES FOR THE BIOLOGY CLASS

A CLIL EXPERIENCE

PERSONAL PRESENTATION



- 2 YEARS COORDINATOR OF THE BILINGUAL PROGRAM
- 4 YEARS HEAD OF STUDIES
- 18 YEARS BIOLOGY TEACHER at the **Ángel Corella High School** in **Colmenar Viejo** (Madrid), a village of 47,500 inhabitants located at the north of Madrid, close to the Guadarrama mountain.

IES Angel Corella

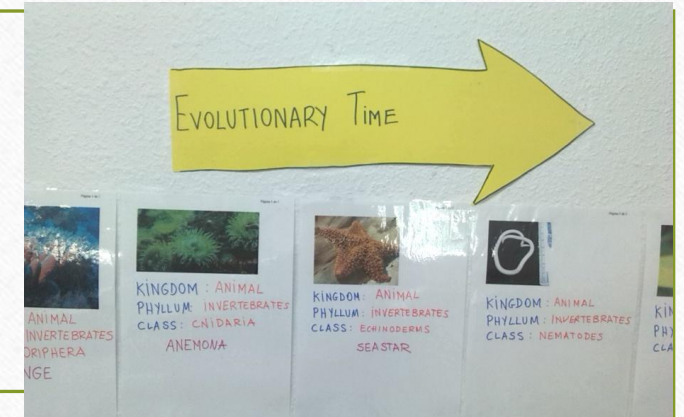


CLIL METHOD

- Student - centred approach
 - Motivating
 - Meaningful
 - Collaboration
 - Coordination
 - 4Cs : content, communication, cognition, culture
- Cooperative learning
Creativity
Real live situations

COLLABORATION MORE DEMANDING

MORE EFFORT PROFESIONAL CHALLENGE



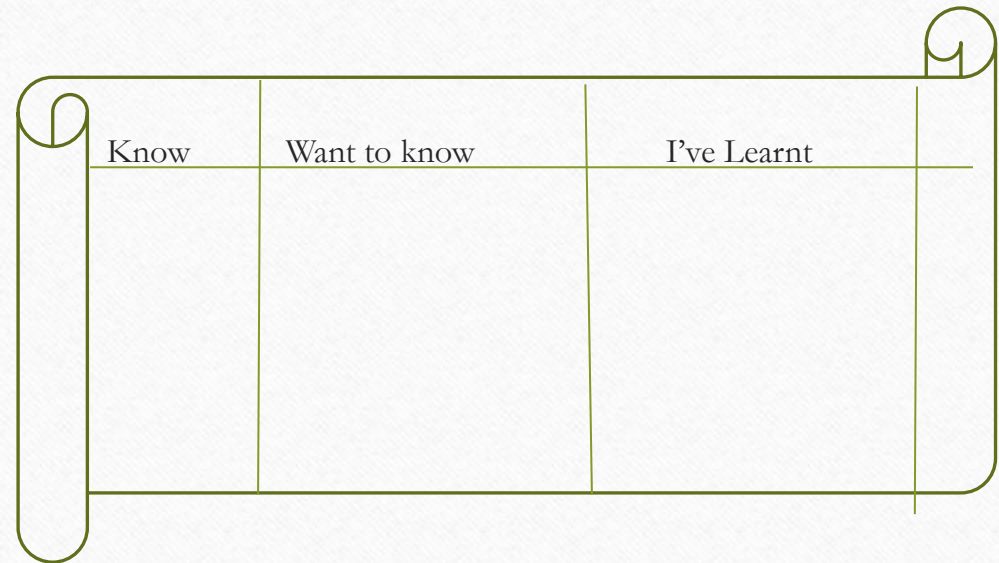
Let's get started

- **Thinking strategies:**

1. Brainstorm
2. Qué se, qué quiero saber, qué he aprendido (K, W, L)
3. Palabra, idea, frase (w, i, s)
4. Veo, pienso, me pregunto
5. The Big Question

Classroom strategies:

1. Do now
2. Comparing
3. Mind maps
4. Graphical organizers
5. Team work (roles)



Know	Want to know	I've Learnt

Big Questions



- The **BG** is a question that has to be answered using the knowledge of the topic.
- Examples: **Why does it rain in Colmenar Viejo?**
- Pupils have to answer the question at the beginning of the unit and at the end. They have to be able to understand why they changed their mind.
- I use this BQ for the units : Atmosphere and Hydrosphere. The link between both units is the water molecule.



H₂O

Materials

- Text book (Anaya English, Dayton, Mc Graw Hill, etc)
- Weebly page: lesonaturalscience.weebly.com
- Internet and photocopies
- Lab Handouts
- Natural samples

Team Work



- ROLES: Group Leader, Time keeper, Secretary, Referee, Encourager

- **GROUP LEADER**

- ✓ Make sure everyone in the group understands the activity.
- ✓ You control that each member in your group reads the text (in silence).
- ✓ You also check that all questions have an answer when the time is finished, focusing the conversations with the task to be done.

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- **ENCOURAGER**

- ✓ You control ALL members in your group give an answer/speak at least once.
- ✓ Encourage/help all the members in the group to speak.
- ✓ Control there is not a member that speaks all the time.
- ✓ Make positive comments to group members.



- **SECRETARY**

- ✓ You take notes of the answers people give to the questions.
- ✓ You have to include all the opinions the members of your group give in the answers you write.
- ✓ Please write COMPLETE sentences (**I/You/He/We** + verb + ...).



• REFEREE

- ✓ You maintain the peace in the group, controlling that everyone speaks to the rest in a polite way.
- ✓ Control that there is only one person speaking. Two members can NOT speak at the same time.
- ✓ You also control that the members in your group do not shout. The volume in which your group speaks must not be very high.



- **TIME KEEPER**

- ✓ You control the time. Your group has 15 minutes to read the text and answer ALL the questions.
- ✓ You also control everyone in the group speaks in English ALL the time.

Bank of expressions

- **ROLE 1**
- **GROUP LEADER**
- “Does everyone understand what to do?”
- “Let’s start by reading the text in silence”.
- “Mario could you please read the text in silence and tell me when you have finished?”
- “Let’s keep to the task we have to complete”
- “That’s interesting, but let’s get back to our task”.

- **ROLE 2**

- **ENCOURAGER**

- “Mario, what would you answer to question number one?”
- “Marta, do you agree with the answer Mario has given?”
- “Let’s hear from Juan next”.
- “Pablo, do you have any other idea to tell us, so we can complete question two?”
- “María, you have given a very interesting point”.

- **ROLE 3**

- **SECRETARY**

- “Can you say that again, please?”
- “How shall I write this?”
- “I think I heard you say ____; is that right?”
- “How would you like me to write this?”
- “What else shall I write in order to have a complete sentence?”

- **ROLE 4**

- **REFEREE**

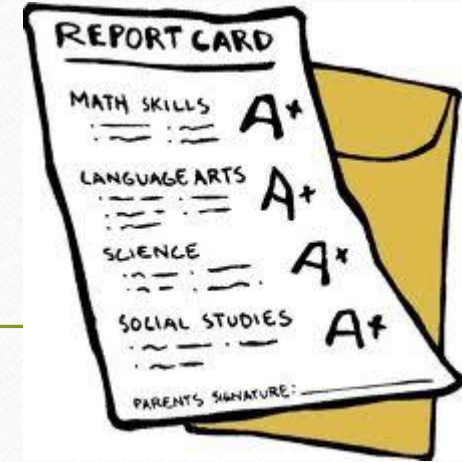
- “Could you speak in a polite way to your partner?”
- “Could you speak lower please?”
- “May you use the bank of expressions in order to talk to your partner in a polite way?”
- “Mario and Marta, you can not speak at the same time. Marta wait for your turn to participate”.
- “Please Juan, could you speak after María and not at the same time?”

- **ROLE 5**

- **TIME KEEPER**

- “Shall we move to the next question as time is moving on?”
- “Let’s try to get this finished, we’ve only got a few minutes left”
- “We have consumed have of the time we have been given”.
- “Shall we stop speaking about this answer? There is few time left and we have to answer all the questions”.
- “Could you speak in English please?”

Evaluation



- Evaluation in **CLIL** is formative and continuous:
- Every product is to be counted. Students have to produce individual, in pairs and group projects (paragraphs, presentations, participation, ...)
- Group works are difficult to mark, that's why we use the group rubric.
- Oral presentations are graded by the teacher and by the mates. At the end of the presentation, students make comments to the speaker trying to help them to improve.

GROUP WORK RUBRIC: Rank your mates’ work according to this sheet’s criteria. Be honest in your answer:

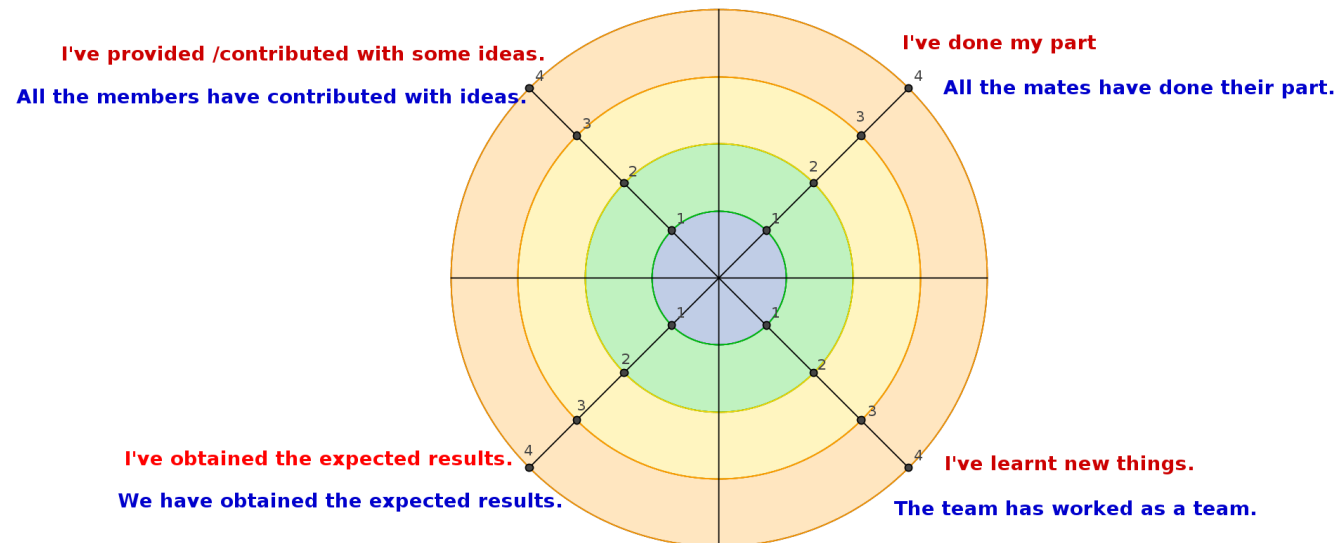
GROUP WORK RUBRIC:

Rank your mates’ work according to this sheet’s criteria. Be honest in your answer

Criteria	Not achieved (1)	Good (3)	Excellent (4)	Name	Mark
Contribution to the team's work	Hardly ever contributes to the group's work by providing ideas and suggestions	Generally contributes to the group's job. It's an important member of the group.	Always gives great ideas to the group. It's one of the group leaders.		
Attitude within the team	No effort in its job. Hardly ever has a positive attitude towards the team's work. Sometimes criticizes the group's job.	Its job shows effort. Usually has a positive attitude towards the group. Hardly ever criticizes the group's work.	Its job is outstanding. Always has a positive attitude to the group's job. Never criticizes other group's members. Only provides constructive opinions about the other group members.		
Cooperating with the team	It hardly ever listens to the other members of the group. It usually causes problems and it is not a good group member.	Generally listens to the others. It does not cause problems to the group.	Always listens, shares and supports the job of the other group members.		
Attention to team work	Hardly ever focuses on the job. Tends to let others do the job.	Most of the times focuses on the job. Other members can rely on this person.	Always focuses on the job. Concentrates on the other's job and tries to help them by giving opinions, suggestions, etc		
Getting ready for the team work	Usually forgets the necessary material for the work. It's hardly ever ready to work.	Usually brings the material to work. It is ready to work.	Always brings the materials to work. Has a positive attitude to work.		

Dartboard

COOPERATIVE WORK DARTBOARD



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"I hear, I know.
I see, I remember.
I do, I understand."

(Confucius, 551BC - 479)