

Jolly Phonics and the Sound /h/ - A CLIL Activity

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<p>Behavior- Overview: Friendly, helpful, positive, good at individual and group work.</p>	<p>Followed all directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things. Showed a high level of motivation, responded positively to the instructions provided by the teacher, shared his or her work with parents, friends, and relatives.</p>	<p>Followed most directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things. Showed some level of motivation, responded positively to the instructions provided by the teacher, shared his or her work with parents, friends, and relatives.</p>	<p>Did not follow all directions. Took part in most activities. Was helpful to others and shared some ideas. Said some negative things about others. Tried new things. Showed little motivation, responded decently to the instructions provided by the teacher, did not share his or her work with parents, friends, and relatives.</p>	<p>Did not follow directions. Said negative things about other people and the project. Was not helpful. Showed no motivation, responded improvably to the instructions provided by the teacher, did not share his or her work with parents, friends, and relatives.</p>
<p>Research- Overview: Found information and carried out the drawings and exercises</p>	<p>Followed all the instructions in the worksheets and carried out all the exercises in the Moodle platform. Is aided by parents and has carried out the tasks of the lesson plan together with them.</p>	<p>Followed all the instructions in the worksheets and carried out some of the exercises in the Moodle platform. Is aided by parents. Has not carried out all the tasks of the lesson plan together with them.</p>	<p>Followed some of the instructions in the worksheets and carried out some of the exercises in the Moodle platform. Has not carried out many of the tasks of the lesson plan together with his or her parents.</p>	<p>Has not followed the instructions in the worksheets nor carried out the exercises in the Moodle platform. Has not carried out most of the tasks of the lesson plan together with his or her parents.</p>

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Content-Overview: Content-compatible language	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as cooking, ear, like, love, dance, song, sing, seeds, nuts, mountains, mammals, birds, insects, etc. with ease.	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as cooking, ear, like, love, dance, song, sing, seeds, nuts, mountains, mammals, birds, insects, etc. with some difficulty.	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as cooking, ear, like, love, dance, song, sing, seeds, nuts, mountains, mammals, birds, insects etc. with great difficulty, resorting to the mother language.	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as cooking, ear, like, love, dance, song, sing, seeds, nuts, mountains, mammals, birds, insects, etc. resorting to the mother language too often.

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Content-Overview: Content-obligatory language	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as hedgehog, horse, hamburger, honey, ham, hummingbird, have, hop, fixed expressions about greetings, etc. with ease. After all the practice, he or she pronounces the sound /h/ proficiently.	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as hedgehog, horse, hamburger, honey, ham, hummingbird, have, hop, fixed expressions about greetings, etc. with some difficulty. After all the practice, he or she pronounces the sound /h/ correctly.	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as hedgehog, horse, hamburger, honey, ham, hummingbird, have, hop, fixed expressions about greetings, etc. with great difficulty, resorting to the mother language. After all the practice, he or she pronounces the sound /h/ decently.	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as hedgehog, horse, hamburger, honey, ham, hummingbird, have, hop, fixed expressions about greetings, etc. resorting to the mother language too often. After all the practice, he or she pronounces the sound /h/ improvably.

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Content- Overview: BICS	BICS: The student is proficiently able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Is able to follow a conversation answering to peers' and teachers' questions.	BICS: The student is correctly able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language at times. Is basically able to follow a conversation answering to peers' and teachers' questions.	BICS: The student is correctly able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language at times. Is barely able to follow a conversation answering to peers' and teachers' questions.	BICS: The student is improvably able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language often. Is not yet able to follow a conversation answering to peers' and teachers' questions.

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Content- Overview: CALP	CALP: The student can use technical or academic terms such as mammals, rodents, nectar, rainforests, colonies, insects, creatures, pollen, tropical, etc.	CALP: The student shows that he or she needs more exposure to technical or academic terms such as mammals, rodents, nectar, rainforests, colonies, insects, creatures, pollen, tropical, etc.	CALP: The student shows that he or she needs far more exposure to technical or academic terms such as mammals, rodents, nectar, rainforests, colonies, insects, creatures, pollen, tropical, etc.	CALP: The student shows that he or she needs serious improvement about the knowledge of technical or academic terms such as mammals, rodents, nectar, rainforests, colonies, insects, creatures, pollen, tropical, etc.

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Content- Overview: The four Cs	The student shows a high level of understanding of the activity and relates it to his or her experience with ease, communicating how his or her parents helped him or her, how he or she related with the words about food and animals, how he learned to greet in English, etc.	The student shows a good level of understanding of the activity and relates it to his or her experience with some difficulty, communicating how his or her parents helped him or her, how he or she related with the words about food and animals, how he learned to greet in English, etc.	The student shows a decent level of understanding of the activity and relates it to his or her experience with great difficulty, communicating how his or her parents helped him or her, how he or she related with the words about food and animals, how he learned to greet in English, etc.	The student shows an improvable level of understanding of the activity and relates it to his or her experience with great difficulty, not doing his or her best to communicate how his or her parents helped him or her, how he or she related with the words about food and animals, how he learned to greet in English, etc.

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Content- Overview: Bloom's Revised Taxonomy	The student is proficiently able to culminate the pyramid of Bloom's Revised Taxonomy carrying out the reading of the poem, the recipe, and tasting it together with his or her family with enthusiasm, showing great interest in the outcome and the whole process and carrying out all the activities with motivation, creativity and care.	The student is correctly able to culminate the pyramid of Bloom's Revised Taxonomy carrying out the reading of the poem, the recipe, and tasting it together with his or her family with some enthusiasm, showing some interest in the outcome and the whole process and carrying out all the activities with motivation, creativity and care.	The student is decently able to culminate the pyramid of Bloom's Revised Taxonomy carrying out the reading of the poem, the recipe, and tasting it together with his or her family little enthusiasm, showing some interest in the outcome and the whole process and carrying out some of the activities with motivation, creativity and care.	The student is improvably able to culminate the pyramid of Bloom's Revised Taxonomy not carrying out the reading of the poem, the recipe, nor tasting it together with his or her family with no visible enthusiasm, showing little interest in the outcome and the whole process and not carrying out the activities with motivation, creativity and care.

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____ I was friendly, helpful, and had a positive attitude. I danced and sang the songs and had fun. I liked learning new words in English with the sound /h/. I was good to my classroom mates and followed the directions that the teacher told us.

____ Mommy and daddy have helped me with the exercises. I have carried out all the activities in the worksheets and Moodle platform. I was good working on my own and with my classmates.

____ I know many new words in English! Words like cooking, ear, dance, and seed. They are very interesting words and I use them to communicate with the teacher, my classmates, and mommy and daddy.

____ I know many new words that start with h! Words like hedgehog, horse, hot dog, and honey cake. They are very interesting words and I use them to communicate with the teacher, my classmates, and mommy and daddy.

____ I can talk with my classmates, my teacher, and mommy and daddy about the sound h and words that start with h, all in English!

____ I know that animals eat different things and live in different places of the world and that these places are called habitats.

____ I can talk with mommy, daddy, the teacher, and my classmates about how fun is it to talk about animals and food that start with the sound

____ I have learned many words in English that start with the sound h! Words like names of the animals and food that I like. I can't wait to tell mommy and daddy about them!