

CLIL E TIC

TIC PER...

Ricerca ed
esplorazione
di contenuti

- WORDLE
WEBQUEST
- YOUTUBE
- TED-ED
KAHN ACADEMY
- FUTURELEARN
SLIDESHARE
- CLILSTORE
- MOVIE MAKER
- MY BRAIN SHARK

WORDLE

- ◉ realizzazione di un'immagine a partire da un testo. Una volta individuato un testo, Wordle analizza la frequenza di uso delle parole in quel testo e restituisce un'immagine in cui le parole di uso più frequente sono rappresentate proporzionalmente più grandi e quelle di uso meno frequente più piccole. Le immagini create possono essere catturate, stampate o salvate nella galleria Wordle per condividerle.

.

WORDLE

- ◉ All'interno di un percorso CLIL tale strumento può essere utilizzato nella fase di brainstorming per aiutare gli alunni a focalizzare l'attenzione sulle parole chiave del topic che verrà trattato. I bambini potranno riunire le idee emerse durante la discussione e trasformarle in nuvole artistiche giocando sulla frequenza delle parole cruciali

WWW.WORDLE.NET

- Create

Paste in a bunch of text:

WEBQUEST

- ◉ La **WebQuest** secondo la definizione del suo ideatore Bernie Dodge è

“an inquiry-oriented activity in which most or all of the information used by learners is drawn from the web.

WebQuestS are designed to use learners’ time well, to focus on using information rather looking for it and to support learners’ thinking at the levels of analysis, synthesis and evaluation”

WEBQUEST

- ⦿ Attività di ricerca guidata in Internet attraverso un'interazione cooperativa tra piccoli gruppi per una finalità comune sulla base di indizi reperibili in rete.

*proposta didattica contestualizzata

- ⦿ Si conclude con la produzione di un 'prodotto finale' che può essere utilizzato e valutato anche da esterni; l'apprendimento calato nella vita reale, acquisisce significato

LE FASI

- ◉ **Introduction:** vengono fornite le informazioni di base, si introduce la situazione/argomento su cui lavorare e si propongono dei casi-simili
- ◉ **Task:** il compito da svolgere per gli studenti e gli strumenti a disposizione da utilizzare.
- ◉ **Resources/information:** informazioni da utilizzare nell'attività, per portare a termine il compito. In questa fase vengono approfondite le risorse assegnate per quel ruolo con navigazione su internet mediante link individuati dall'insegnante.

- ◉ **Process:** il percorso che gli allievi devono compiere suddiviso a sua volta in diversi step. In questa fase, dopo un primo **allineamento** delle conoscenze, si passa all'**assegnazione di ruoli**, alla definizione del **compito** da assegnare ai singoli membri del gruppo, all'approfondimento delle risorse assegnate per quel ruolo con navigazione su internet
- ◉ **Guidance:** si tratta di una sezione creata dal docente a supporto del processo di apprendimento per aiutare gli studenti ad organizzare le informazioni acquisite sotto forma di domande guidate o per fornire indicazioni per completare griglie e tabelle, mappe concettuali, diagrammi, esercizi di completamento, link individuati dall'insegnante
- ◉ **Evaluation e Conclusion:** E' un momento per far riflettere gli studenti sul percorso compiuto e sui contenuti appresi e per incoraggiarli a considerare la possibilità di trasferire l'esperienza ad altri contesti di apprendimento.

[A webquest]

Nuclear Power the Future of Energy?

- Introduction
- Task
- Process
- Evaluation
- Conclusion
- Credits

- Teacher Page

by Kaveh Shakeri, Canyon Crest Academy

Students will create a persuasive commercial ad to either defend or argue against the closing of the San Onofre Nuclear Powerplant. The ad will have to include the functions of the powerplant and provide supporting evidence to defend their viewpoint.

Introduction

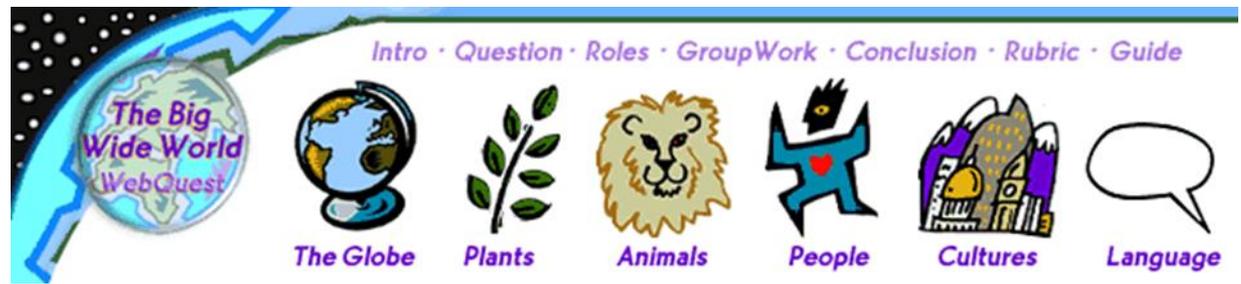


In the upcoming election the voters will have a very important issue to vote on in Southern California. There is an initiative on the ballot that will call for the closing of SONGS (San Onofre

Let's CLIL - Mortse Irun



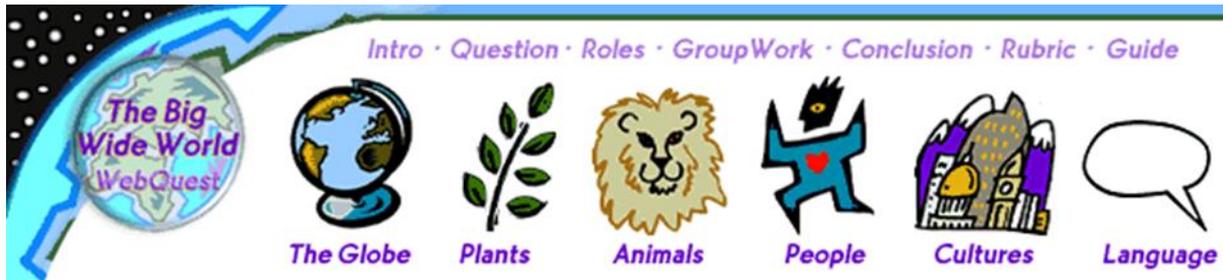
INTRODUCTION



Some people think elementary school students should be coloring inside the lines, circling words in a search, or copying sentences from the board. Maybe that's okay, but we'd rather you figure out what life's all about. You know, what about this earth we live on and share with all the plants and animals. Also, what about people who live far away? What are their lives like?

These aren't easy questions so you'll be working as a group to combine your ideas. Be sure to read the [evaluation rubric](#) for this WebQuest before going on to [The Big Question](#) and Your Task.





the Big Question & Task

The focus of this activity is to answer the following questions:

What about this Big Wide World, huh?

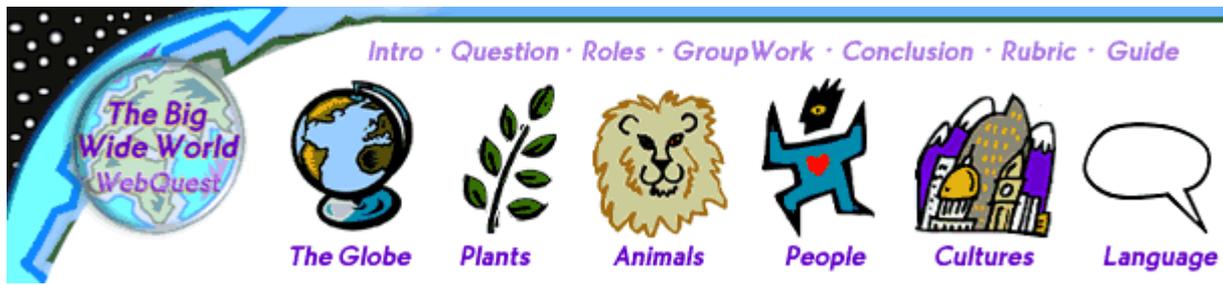
How does it all work?

With partners you will explore aspects of life on our planet that we call "Windows on the World." Why do you think we're calling these Windows on the World?

After you've learned a lot about one of these "windows," you'll work as a member of a larger group to make up with some rules that explain how the planet, animals, plants, people, their cultures and communication interact and overlap. Big job, huh? **That's why we picked you!**

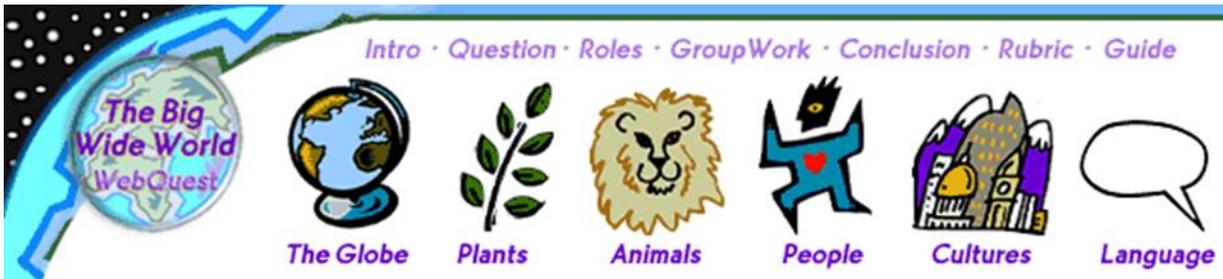
When you're ready to get started, you'll choose or be assigned one **Window on the World**.





- Roles - Windows on the World
- When you're trying to understand something as big as (would you believe it) life on this planet, it helps to look at smaller parts first. So you and a friend (or a few) will begin this exploration by looking through a "window on the world." These are big and important aspects of life on earth.
- Partner-up and start to become an expert on one of the Windows below (or the graphics above):





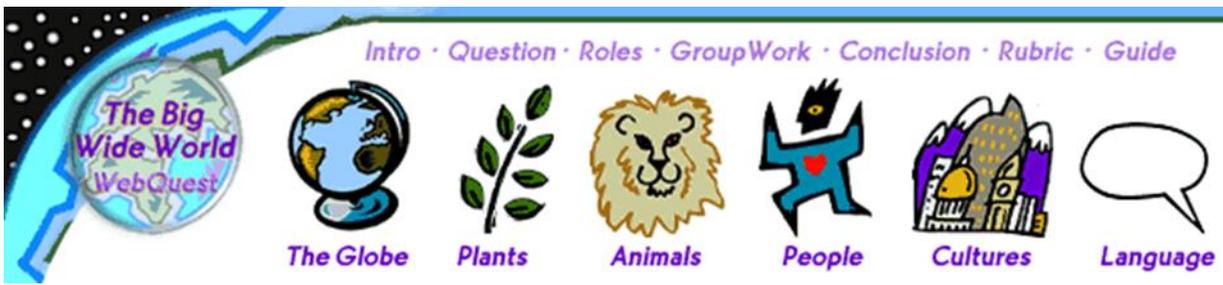
○ Group Work - Putting Things Together

- How's your brain? Big questions sometimes hurt more than little ones. For sure they can make for sloppier answers. But we're not so much interested in you finding a "right answer" as we are in helping you arrange some really big ideas into the way you look at the world.

The ideas you've come up with will now get combined with those of your teammates. The challenge is to write the most insightful response to the following question. People spend their entire lives studying what we took a quick look at:

- **The Globe** astronomy, meteorology, ecology, technology, etc.
- **Plants** botanists, conservationists, farmers, etc.
- **Animals** zoologists, veterinarians, wildlife biologists, etc.
- **People** artists, philosophers, historians, sociologists, etc.
- **Culture** anthropologists, economists, politicians, chefs, curators, etc.
- **Language** linguists, social scientists, advertisers, speech pathologists, etc.
- If you want to learn more about what these experts do in their jobs, you can discuss it with your class, your teacher, parents, or online partners. Of course you can look at a [dictionary](#) as well.





○ Conclusion

- At the beginning of this activity, you were asked a really huge question. You deserve a lot of praise for all the work you've done. And so does your brain. You've sure put that gray stuff to the test.

You've looked through one "Window on the World" because when you want to understand something really huge, it's good to look at it in some smaller parts. So that you **do** get the Big Picture we asked you to share your great ideas and insights with your group and then come up with one Grand Theory to explain how the world works. We hope that getting your head around such a big question prepares you to understand lots of what you'll be studying as you continue in school. All the best!



RUBRIC	beginning	medium	expert
Windows on the World	The questions were answered, but don't hold up to further questioning.	The questions were answered in a thoughtful way. At least two rules	The questions were answered in a way that shows insightful thinking.
	Only one rule may have been written or three rules were written but they don't hold up to questioning.	were written. They may predict or describe things that aren't terribly significant.	All three rules make sense and can be seen to work in a variety of settings.
Group Work	The group's answer to The Big Question seems muddled. A lot of good ideas are floating around looking to relate to each other.	The group's answer to The Big Question takes into account most of the "windows." Some of the relationships show a clear understanding	The group's answer to The Big Question really brings together some key ideas about how the world works.



PER PROGETTARE UNA WEBQUEST

- <http://tommark.com/> <http://bestwebquests.com/>
- <http://www.faganfinder.com/urlinfo/>
- <http://webquest.org/sdsu/designsteps/index.html>

Per Valutare una WebQuest:

- <http://webquest.org/sdsu/processchecker.html>
- <http://webquest.org/sdsu/webquestrubric.html>



TIC



TUTORIAL da
inserire in
piattaforme
E LEARNING-
• MOODLE



FIDENIA



EDMODO



GOOGLE
CLASSROOM



Per la
condivisione
dei materiali



E PER...

Ricostruzione e
rappresentazione dei sapere
conseguiti -strumenti digitali per
la creazione di grafici, tabelle,
diagrammi, mappe concettuali

thinglink
power point
prize
Padlet
wiki

[HTTP://WWW.TEACHERS-PET.ORG](http://www.teachers-pet.org)

◎ **TEACHER'S PET TOOLS**

-The All-in-One Worksheet & Puzzle Maker

Teacher' Pet is a toolbar for word processor for making fun and effective worksheets in DOC or *PDF format.

Crossword Maker
Word Search Maker
Bingo Card Maker
Simple Crossword Maker
List Jumbler
Letter Remover



HOT POTATOES

The Hot Potatoes suite includes six applications, enabling you to create

- ◉ interactive multiple-choice,
- ◉ short-answer,
- ◉ jumbled-sentence,
- ◉ crossword,
- ◉ matching/ordering
- ◉ gap-fill exercises

You can download it for free at

<http://hotpot.uvic.ca/>.

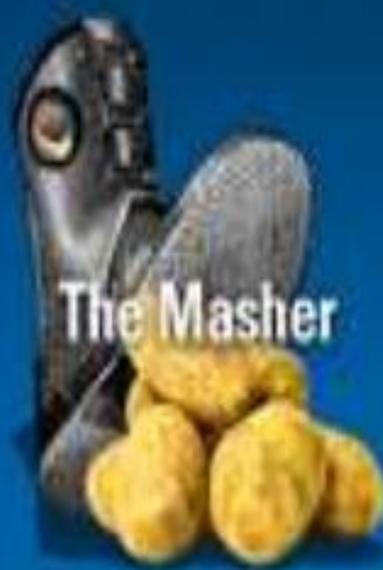


Hot Potatoes™

From Half-Baked Software Inc

Version 6

6



Create a gap-fill exercise

Create a short-answer or multi-choice Quiz



Create a match-up exercise

Create a set from your exercises

Create an interactive crossword

Create a jumbled-sentence exercise

HOT POTATOES

- ◉ **Cloze** is for gap-fill exercises.
- ◉ **JMatch** creates matching or ordering exercises.
- ◉ **JQuiz** makes quizzes with multiple choice, short answer, hybrid, or multi-select questions.
- ◉ **JCross** creates online crossword puzzles.
- ◉ **JMix** makes jumbled-sentence exercises.
- ◉ **The Masher** is to link batches of Hot Potatoes exercises that you have created.

A Quiz made with JQuiz x

hotpot.t

guides GoPrint GS-4 Cont

A Quiz

Choose the cor

A Quiz made with JQ

This is a typical JQuiz quiz. In a question box, there is a reading text. The reading text may be entered into the JQuiz program by clicking on **File / Add Reading Text**. Alternatively, you may choose to include a reading text at a later date using the **Hot Potatoes application**. You can also choose to include a reading text

On the other side of the screen, you'll see the first of the questions. You can answer the first question by clicking on one of the answer buttons; you can keep choosing answers until you get one which is correct. When you've answered a question, you can move on to the next one using the arrow buttons above the question. You can also choose to see all the questions together, by clicking on the "all questions" button.

ECLIPSE CROSSWORD

- ◉ <http://www.eclipsecrossword.com/>
- ◉ give EclipseCrossword a list of words and clues, and it does the rest.

◎ FLIPPED CLASSROOM

◎ DIGITAL STORYTELLING

ON THE WEB.BEST SITES

- ◉ [Www.Onestopclil.Com](http://www.onestopclil.com)
- ◉ [Www.Factworld.Info](http://www.factworld.info)
- ◉ [Www.Scienceacross.Org](http://www.scienceacross.org)
- ◉ [Www.Bbc.Co.Uk/revision](http://www.bbc.co.uk/revision)
- ◉ [Www.Enchantedlearning.Com](http://www.enchantedlearning.com)
- ◉ [Www.Britishcouncil.Org](http://www.britishcouncil.org)

MY PEARSON PLACE
-prodotti digitali- DIDASTORE
-scuola primaria inglese



- Area docenti
Life and traditions
- Archivio
Festivities

LIBRI DIGITALI