



Co-funded by the
Erasmus+ Programme
of the European Union

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Istituto Comprensivo di Faedis (UD) - Italia

Progetto Erasmus Plus 2016-1-IT02-KA101-022756

Titolo Progetto: "T.I.E (Training in Europe)"

Corso strutturato di metodologia CLIL frequentato a Portsmouth (UK) dal 13 al 20 agosto 2017

RELAZIONE E MATERIALI DEL WORKSHOP SUL CLIL – PORTSMOUTH 2017

Gli argomenti e le attività proposte durante il workshop hanno riguardato il CLIL inteso come una nuova e aperta METODOLOGIA che:

- prevede l'uso di compiti aperti e non domande chiuse;
- sposta l'attenzione da COSA insegniamo a COME lo facciamo;
- tiene conto dei diversi stili di apprendimento degli alunni;
- punta sulla trasmissione di significati piuttosto che sulla correttezza della forma;
- fa riflettere gli alunni su come e cosa imparano.

Key principles of teaching children English

Diana Hicks

Principle	Summary
1 We are teaching <u>children</u> – the aim is for the lesson to develop as many aspects of the child as possible – not just the language.	<i>We are not teaching English to children, we are teaching children English (plus many other things)</i>
2 The focus primarily is on speaking – 'getting it out' = Fluency. Fluency requires <u>confidence</u> and <u>comprehensibility</u> . Writing requires accuracy- getting it right – ie spelling, letter formation and punctuation.	<i>These are two separate events.</i>
3 Successful language teaching is a result of all children's involvement. Activities should be designed to allow all children to participate irrespective of proficiency.	<i>Clear distinction needs to be made between teaching and testing activities</i> <i>close tasks</i> <i>open tasks</i>
4 Lessons should focus on 'making' rather than 'doing'. Children should be producers of language not consumers.	<i>Making (sense of) = active – not doing – passive</i>
5 Language success starts from cognition, creativity and construction not response.	<i>Lessons start from the children</i>
6 Children learn in different ways.	<i>Lessons should allow for variety of task which includes all learner styles</i>
7 Lessons and activities focus on helping the child understand himself and the world	<i>Developing mother tongue skills is equally important as L2/3 skills</i>
8 The teacher's job is to diagnose, support and fill in the gaps.	<i>Create a need for language with open tasks</i>

In generale, la docente Diana Hicks, ha puntato su alcuni principi chiave :

SINTESI DI ALCUNI DEGLI ARGOMENTI TRATTATI :

1 - Differenze tra una lezione tradizionale e una lezione CLIL

Changes in language teaching
Diana Hicks

Features of traditional language learning	Features of 21st century language learning
1 Mother tongue use in classroom discouraged by teacher and students	1 Bi/trilingual classrooms – teacher and children
2 learning driven by structural syllabus- grammar	2 learning driven by functional and lexical need
3 maintained link between English and English 'culture'	3 link between English and international culture
4 encouraged 'correct/standard' pronunciation = RP	4 comprehensible pronunciation and intonation – 'world Englishes'
5 emphasis on language accuracy	5 emphasis on language fluency
6 predominance of 'respond' and 'imitate' activities	6 balance between 'imitate', 'respond' and 'initiate' activities
7 teacher centred	7 learner centred
8 deference to the native speaker	8 shared communication across other language users
9 dialogue based	9 wide range of genres
10 linear lessons	10 spiral lessons and Units of work
11 non-content based	11 content based
12 non-collegial	12 requires collegiality
13 non-cognitive	13 all kinds of cognition encouraged and required
14 uncreative	14 all kinds of creativity
15 un-reflective	15 reflection essential
16 many closed tasks	16 more open tasks
17 three stage lesson – Presentation, Practice, Production	17 lessons start from the pupils
18 learning given to learners	18 learning created by learners
19 focus on individual and whole class work	19 focus on pair and group work
20 sees mixed ability and non native speakers as 'problems'	20 sees all classes as opportunities for inclusivity

2 - Differenza tra una tradizionale lezione di lingua a “ immersione” e una lezione CLIL.

Primary CLIL: Immersion or integration? What are we doing?
(adapted from Jaana Seikkula-Leino: CLIL Learning: Achievement levels and Affective factors: 2007)

The differences between integration and immersion are:
Tick the points which apply to your school

1 In immersion (as in Canada/USA or in "international" bilingual schools) pupils learn to write in L2 (or L2 plays a large role in the process)	
<i>In CLIL pupils should learn to read and write in L1.</i>	
2 The mother tongue of many immersion teachers- and teaching/language assistants- is different from their pupils:	
<i>In CLIL, the teachers share the same L1 as their pupils</i>	
3 Immersion classes often select pupils after a language test	
<i>In CLIL there should be no requirements of the pupils L2 competence in advance of the course.</i>	
4 In immersion at least 50% of the teaching should be in L2,	
<i>In CLIL, according to EU, this figure is 25%.</i>	
5 The driving force behind many immersion programmes is improvement of language proficiency (to become fluent in both languages):	
<i>In CLIL, the driving force should be increased motivation, participation, greater inclusivity and accessibility to both content and languages</i>	
6 Many immersion courses teach fairly traditionally and often use ELT methods (Dieter Wolff),	
<i>CLIL should use bottom up, co-operative and cognitive activities.</i>	
7 In most immersion programmes the L1 of the pupil is not encouraged/developed/used in the lesson:	
<i>In CLIL this development is actively encouraged.</i>	
8 Most research into the success of the Immersion programmes often focuses on language proficiency only:	
<i>In CLIL, success should be judged by progress and proficiency in skills, content and languages</i>	

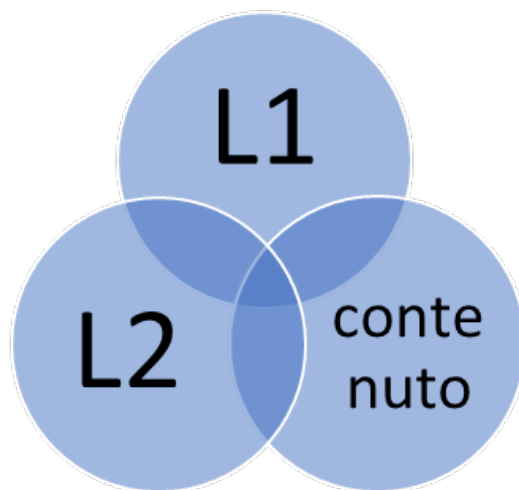
3 - Interazione tra la L1 e la L2 nelle lezioni clil.

“Legitimate, deliberate and essential use of two languages by students and

teacher.”

L'uso della lingua madre durante le lezioni clil non solo è possibile ma è incoraggiato sia per consentire una corretta comprensione dei contenuti da parte degli alunni sia per permettere ai bambini di interagire. La prof.ssa Hicks sottolinea che: la “I” in CLIL sta per integration, non immersion.

Mescolare le due lingue non è un problema, l'importante è che ci sia comunicazione.



“Different lesson structure – student centred/ bottom up”

La maggior parte dei testi, anche quelli con proposte CLIL, presenta lezioni che mettono al centro l'insegnante: è l'insegnante che struttura le attività, che parla, che propone esercizi/domande chiuse (repeat... do this...complete...) ; queste attività non sono stimolanti dal punto di vista cognitivo e non permettono ai bambini di essere creativi.

Al contrario, la struttura delle lezioni Clil dovrebbe prevedere compiti aperti e non domande chiuse, le attività open creano il bisogno dell'uso della lingua e permettono agli studenti di essere attivi, di pensare e di essere creativi “Focus on cognition, critically and creativity”.

Per fare ciò l'insegnante deve porre domande stimolanti e proporre attività in cui lo studente deve compiere varie azioni (es: classificare, confrontare, manipolare, parlare, ascoltare, interagire...) per realizzare dei compiti concreti. L'obiettivo principale è la trasmissione di significati piuttosto che la correttezza della forma. Tali attività richiedono agli alunni di usare la lingua per scopi comunicativi che portano ad un certo risultato concreto, simile a quanto avviene nelle situazioni di vita reale.

L'apprendimento linguistico avviene più facilmente quando gli alunni sono coinvolti in compiti autentici (cioè finalizzate al raggiungimento di un obiettivo extralinguistico). L'insegnante svolge un ruolo di guida e aiuta gli alunni nello scegliere le forme necessarie per realizzare efficacemente il compito comunicativo.

La struttura delle lezioni CLIL prevede varie fasi:

A – Tuning in

B – Finding out

C – Sorting out

D – Reflection

A – Tuning in (Start from student)

Generalmente gli insegnanti iniziano la lezione chiedendo agli alunni che cosa sanno già su un dato argomento che intendono sviluppare e poi proseguono spiegando e proponendo esercizi. Secondo Diane Hicks l'insegnante non deve spiegare ma porre problemi. Per esempio bisognerebbe iniziare la lezione chiedendo agli alunni che cosa NON SANNO sull'argomento in modo da costringere i bambini (tutti e non solo quelli che hanno fatto esperienze precedenti) a pensare e formulare delle domande Es: today we are talking about digestion. What DON'T you know ?

Esempi di come iniziare una lezione :

B - Finding out

Starting a CLIL lesson : Start from the child!

Most lessons at any age in any subject are P-P-P.

1 Presentation 2 Practice 3 Production

How can we move away from Presentation?

Examples of activities which start from children

1 Food	What would happen if we didn't need to eat?
2 Any subject	Put these pictures/words/objects into groups
3 Any subject	Make odd one outs of the pictures/words
4 Science: Temperature	Draw/write some hot things and cold things
5 Science: Materials	Find five things in the room made of different things
6 English; Narrative chronology	Choose six pictures which show your life.
7 Science: Water	Draw all the things in your house which use water
8 Science/PSE: Teeth	Draw your teeth
9 Science: The senses	Draw a (sense map) of your journey from home to school
10 Science: Food Chains	Draw a food chain
11 Science: Keeping healthy	Walk, talk, draw or write
12 Science Solids and Liquids	Pass round two coloured papers- play music, children draw or write
13 Geography: The rainforests	Draw or write things which you can find in the rainforests
14 Science: Earth, Sun and Moon	What would you miss if it were always daytime? Draw pictures
15 Science: recycling	Write/draw/ find as many things in the class which you can/can't recycle
16 Science: Plants	Consequences- draw a plant

Work alone, in a pair or group. Chose some topics and think of 'starting from the child' activities.

I bambini lavorano a coppie o in piccoli gruppi.

Questa fase prevede lo svolgimento di attività di vario tipo, come classificare, confrontare, mettere in ordine, organizzare, disegnare, realizzare semplici manufatti... Attraverso la realizzazione di compiti concreti i bambini sviluppano e approfondiscono il contenuto proposto. Inoltre, gli alunni dovendo parlare del compito con gli altri componenti del gruppo sono motivati ad apprendere parole e strutture per veicolare un certo contenuto. L'apprendimento della lingua parte dall'esigenza degli alunni di comunicare. *"Create a need for language"*.

C – Sorting out

Questa fase prevede un'attenzione maggiore sulla lingua. I bambini vengono guidati a individuare parole, *chunks*, ad esercitarsi sulle strutture su cui si è precedentemente lavorato. Si propongono attività di scrittura come completamenti, scrittura di frasi su modello, *word puzzles*, completamento di tabelle, di schemi...

D - Reflection

Come momento conclusivo l'insegnante fa riflettere i bambini sul modo di apprendere (How did I learn? What helped me learn ? What did I learn ?) o sul contenuto appreso (what can you tell someone at home about your learning today?).

CLIL Primary: Habitats - Where do they live?

Diana Hicks

Objectives- Language

- 1 Animal vocabulary
- 2 third person 's'
- 3 prepositions

Content

- 1 understanding habitats and ecosystems

Materials

Pictures of animals
Place cards
Large pieces of paper

Tuning in

- 1 Pupils work in groups of four – two pairs A and B
Each pair has one large sheet of paper.
They fold the large piece of paper into three sections.
They label it 'under the ground', 'on the ground' and 'in the air'

- 2 picture dictation- Teachers words- write the words on the board as you speak- children take it in turns to draw the pictures

Listen and draw

Draw some water, Draw a flower. Draw a tree. Draw a branch (l1) on the tree. Draw some leaves (L1) on the tree. Draw some long grass. Draw a window in a wall. Draw a log (L1) Draw a stone. Draw some bushes (l1). Draw some dead leaves (L1).

Pupils share their picture with their partners and explain what they have drawn.

Finding out

- 3 Give out pictures- check children know the vocabulary.

- 4 Give out the place cards. Pupils work in groups of three.

They cut their place cards and put them face down.

They take it in turns to choose a card and say, for example/ 'Who lives near the water?' One child says ' The ... lives near the water' If everyone agrees, They stick their picture on their paper. They write the name of the animal on the place card.

Sorting out

- 5 They write some sentences in their copy books

'The lives on the branch', ' The ... lives on the leaf'

Reflection

What can you tell someone at home about your learning today?

IN THE SKY

On a window

17/03/17 (6) I think the frog likes near the water

on a tree



Squirrel



Robin

On a leaf



slug

x di faw-see prima:
scuri faw come:
In my garden the frog lives...
near the water

Under bushes



Wood Mouse

In the water



Toad

Under water



In long grass



Grass Snake

On a flower



Under a stone



ON THE GROUND

UNDER THE GROUND

Alternative lesson- Amazing World of Animals
Age 8-10 years

Diana Hicks

Content Aims: to learn which animals are vertebrates and invertebrates

Language Aims: animal words, fur, feathers, wings,

Are the same because.. are different because

Cognitive skills – classifying and sorting

Vertebrates and Invertebrates

1 Start from the child- Tuning in

Work alone, in P2 or P3, draw or write on small pieces of paper in L1 or L2 as many animals as they can.

2 Collect in words and put them in L2 on the board.

3 Children work in threes. Put their words/pix together. Find animals which are the same

(L2) The lion and the tiger are the same because ... (L1)

(L2) The shark and the dolphin are the same because ... (L1).

4 Collect in ideas on board in L2

Because they have fur

Because they have four legs

Because they can fly

Because they live in the sea

5 Children choose four pairs of animals and write down the sentences in their copybooks in L2 and two sentences in L1.

Finding Out

6 Odd one out. Children cut out pictures in threes. (one sheet between three).

Each child chooses four pictures and makes an odd one out

Children say the dialogue in L2.

A Octopus, shark, goldfish, parrot. Which one is different?

B I think the parrot is different?

A Why?

B Because + L1/L2

Sorting Out

7 In pairs, pupils do six questions each (odd and even).

Underline the different animal in each group. Write the different word in the puzzle.

1 elephant	Bird	Spider	Zebra
2 cat	Horse	Lion	Snail
3 butterfly	Bird	Fish	Dinosaur
4 human	Starfish	Frog	Rabbit
5 insect	Lizard	Penguin	Horse
6 shark	Sea urchin	Dog	Sheep
7 goat	Beetle	Leopard	Hen
8 worm	tiger	Bear	Wolf
9 fox	Crab	Donkey	Parrot
10 centipede	Dolphin	Rhinoceros	Pig
11 mouse	Rat	Lobster	Turkey
12 slug	Hippopotamus	Deer	Elephant

1 SPIDER

2 SNAIL

V

3 E

4 R

5 T

6 E

7 B

8 R

9 A

10 T

11 E

12 S

What do you think the word in the column means?

8 Work alone or with a partner and use some of the animal words to make your own acrostic with the word in L1 or L2 or both.

VERTEBRATE

REFLECTION

Which activity did you find most interesting today?

What did you do if you found something difficult?

UNIT SUL SISTEMA SOLARE

18/08

Lesson 3 The planets and the Solar system

Diana Hicks

Aims of lesson:

Topic content: Solar system and planets

Language: universe, galaxies, space, Mercury, Mars, Venus, Jupiter, Saturn, Uranus and Neptune,

Materials needed: straws, blu tak, felt tips/crayons

1 Tuning in: What don't you know about the solar system? – MT and L2

Finding out:

2 Solar system – pair work- picture dictation

Children need straws, blu tak and crayons/felt tips.

Children work in pairs –A and B. Give each pair a copy of the solar system sheet. Dictate the sentences. Pupils colour their circles.

A sentences	B sentences
1 Colour your first circle yellow. This is the sun.	2 Colour your first circle white . This is Mercury
3 Colour your second circle blue and red. This is Venus	4 Colour your second circle blue, yellow and white. This is Earth.
5 Colour your third circle red in the middle and blue at the top and bottom..This is Mars	6 Colour your third circle red, white and yellow. This is Jupiter
7 Colour your fourth circle yellow. Colour the ring grey or brown..This is Saturn.	8 Colour your fourth circle pale blue. This is Uranus.
9 Colour your fifth circle bright blue. This is Neptune.	

4 Say the sentences again while the children cut out their circles and stick them on the straws/felt tips with blu tak and stick them in the blu tak base.

5 Sorting Out

Write the names of the planets on the board in two columns and children copy and label their solar system

A	B
The sun	Mercury
Venus	Earth
Mars	Jupiter
Saturn	Uranus
Neptune	

Optional: play Holst's Planet Suite whilst they label

Just an idea...



The sun 1 The sun is a star. 2 It is the biggest place in the solar system 3 It gives heat and light to all the planets. 4 It is 150 millions kilometres from earth 5 It is five billion years old	Mercury 1 Mercury is the closest planet to the sun. 2 It is very hot in the day and very cold at night 3 It hasn't got any air 4 Mercury is made of rock 5 Mercury hasn't got a moon
Venus 1 Venus is made of rock 2 Venus has got many volcanoes 3 Venus hasn't got a moon 4 Venus hasn't got any water 5 Venus is the hottest planet	Mars 1 Mars has got iron in the soil 2 Mars has got ice at the north and south poles 3 Mars has got the same seasons as Earth 4 Mars has got the largest volcano in the solar system 5 Mars is very cold
Jupiter 1 Jupiter is the largest planet in the solar system 2 Jupiter has got 62 moons 3 Jupiter's days last ten hours 4 Jupiter is made of gas 5 Jupiter hasn't got a solid surface	Saturn 1 Saturn has got many rings 2 Saturn's rings are made of ice, dust and rocks 3 Saturn has got 33 satellites 4 Saturn has got very strong winds 5 Saturn's days last ten hours
Uranus 1 Uranus has got 15 moons 2 Uranus's day lasts for 17 hours 3 Uranus has 42 years of day and 42 years of night 4 Uranus has got ice on the surface 5 Uranus is made of gas	Neptune 1 Neptune has the strongest winds in the solar system 2 Neptune has got 8 moons 3 Neptune's day lasts for 19 hours 4 Neptune has got four rings 5 Neptune is very cold



A white paper plate is used as a model of Mars. It features a hand-drawn equator line and two blue polar ice caps at the top and bottom. Red wavy lines are drawn around the perimeter to represent craters. Small blue dots and asterisks are scattered across the surface. A small rectangular label is attached to the left side of the plate, containing a list of facts about Mars.

Mars

- 1 Mars has got iron in the soil
- 2 Mars has got ice at the north and south poles
- 3 Mars has got the same seasons as Earth
- 4 Mars has got the largest volcano in the solar system
- 5 Mars is very cold

18/08

Grades 3 and 4 The Solar System

Diana Hicks

Lesson 1 Earth, Moon and Sun

Aims of lesson:

Topic content: Children learn some information about the sun, the moon and the Earth

Language: sun, moon, Earth, equator, go round, tide

Materials needed: sentence strips, glue for each pair/group, A4 sheet of card/paper for each of three children, scissors

1 Tuning in (starting from the child)

In MT Teacher asks ' What if it was always daylight? What would we miss? Draw a picture of what we see at night'

2 Vocabulary gathering

Collect vocabulary/chunks in MT and L2. 'What is in your picture Peter/Mary?' Write on board- eg

I would miss the moon/ I can see the moon

I would miss the stars/I can see the stars

I would miss the dark/ I can see the night sky

Finding Out

3A Group work

1 Pupils work in groups of three . One/pair is the Moon, one the Sun and one the Earth.

2 Have ready one set of strips for each group. Pupils scan and colour 'their' word. Cut the sentences into strips.

3 The pupils sort through and take the sentences for their place.

4 Go round and help with vocabulary.

3B Groupwork

Pupils work in groups of three – one is the moon, one the sun and one the Earth.

Give each group a piece of A4. Fold one corner to the side to make a square. Cut off the excess. Fold one corner to the other to make 4 triangles. Write Earth, Moon and Sun on the top of three triangles.

Cut one line to the centre. Fold and glue to make a pyramid.

Sorting out

4 Pupils draw pictures to show the key information in their sentences. Stick pictures on the triangles.

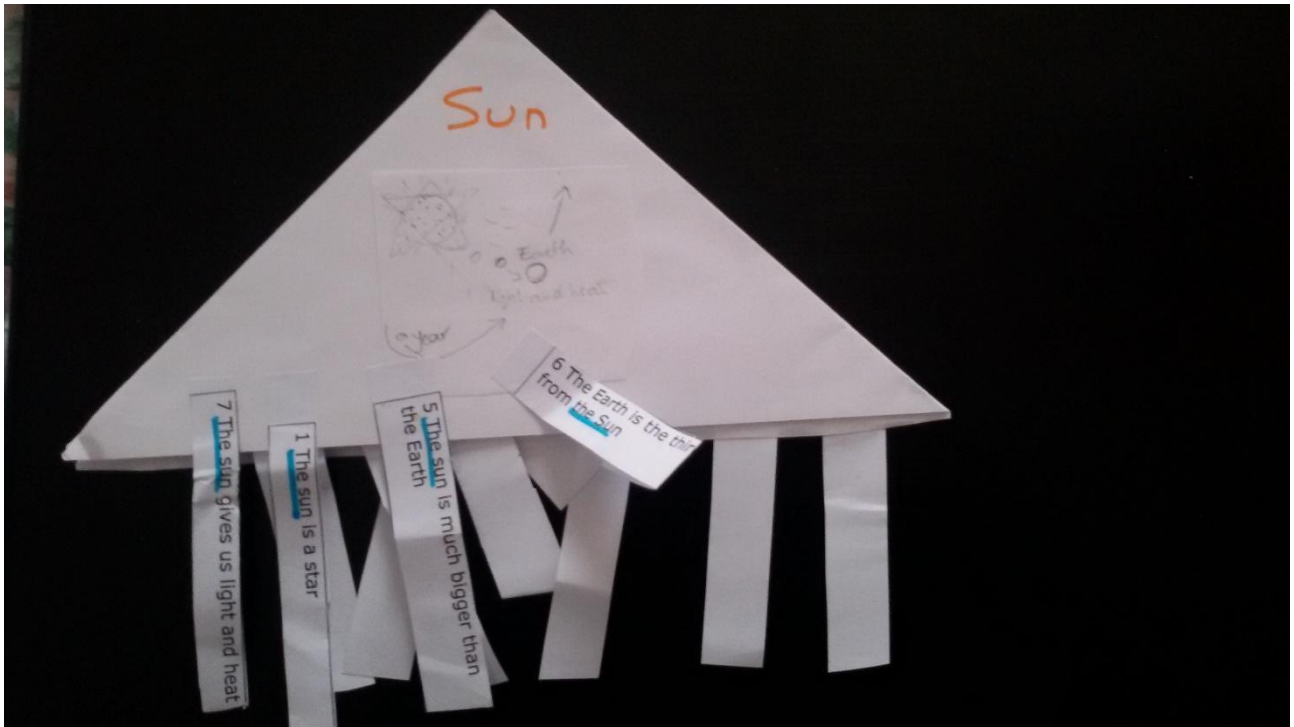
Pupils take it in turns to read their sentences out loud to the group and then stick them on the pyramid under their picture.

Put string through pyramid and hang from washing line.

16/08

up and project work

1 The sun is a star
2 The moon goes round the Earth
3 It takes one day – 24 hours – for the Earth to spin all the way round
4 The Earth is not straight up – it is tilted at an angle
5 The sun is much bigger than the Earth
6 The Earth is the third planet from the Sun
7 The sun gives us light and heat
8 The Earth is not a star – it is a planet
9 The sun is a big ball of gas
10 There is no air on the moon
11 The moon makes the tides at sea
12 It takes a year for the Earth to go round the sun
13 The sun is in the middle of our solar system
14 The moon does not shine
15 It takes a month for the moon to go round the Earth



18/05

2

Lesson 5 The planets and the Solar system

Aims of lesson:

Topic content: Solar system and planets

Language: maths- multiply, divide, subtract, add

1 Tuning in

Pupils write the names of the planets in the word search and write a clue from each planet using the text from last lesson (give them blank 7x7 grid) Eg 1 *It has got ice on the surface*

2 Make a solar system

3 Finding out: Maths and reading: what do you need to do?

Pairwork

Read the questions. Write the number on the chart. Don't do the sums!

1 It takes the Earth 365 days to go round the sun once. How long does it take to go round five times?	X
2 It takes the Earth 24 hours to spin round once. How many hours does it take to spin round in a week?	
3 Uranus's week is 119 hours. How many hours are there in one Uranus day?	
4 Jupiter's week is 70 hours long. Neptune's week is 134 hours long. What is the difference between them?	
5 Mercury's temperature is 427 degrees in the day and -180 at night. How many degrees difference is there?	-
6 It takes Mars 687 days to orbit the sun once. It takes the Earth 365 to orbit the sun once. What is the difference between them?	
7 It takes Venus 1125 days to orbit the sun five times. How long does it take to orbit the sun once?	1/5
8 It takes 84 years for Uranus to orbit the sun. What will be the date of the end of the orbit which starts today?	
9 Earth has two gases- 21% oxygen and nitrogen. How much nitrogen is on Earth?	the rest

Answer four questions. Compare with your partner.

The best children write problems taking the information from the previous paper

18/08/17

Primary CLIL- Assessment of learning: Solar System

Diana Hicks

End of Unit test. Name _____

- ① L1 and L2 Draw a picture or make a model of the planets in our solar system using the cardboard and string. Label the planets in English and Italian.

- ② L1 and L2 Match the sides of the sentences

L2 only

1 Earth	A has a lot of iron and is called the red planet
2 Jupiter	B is closest to the sun
3 Mars	C has got many rings
4 Venus	D is made of gas
5 Neptune	E has got 8 moons
6 Uranus	F has got ice on the surface
7 Mercury	G is the third planet from the sun
8 Saturn	H has got many volcanoes

- ③ L1 and L2 Write down 6 things you remember about the Sun, the moon and the Earth- 3 sentences in English, 3 sentences in Italian (also spoken-oral testing)

- ④ L1 and L2 Copy the text and leave a gap in each sentence. *the most important word*

Text in L2

1 The sun is a star. 2 It is the only star in our solar system. 3 It gives light and heat to the other planets. 4 Mercury, Venus, Earth and Mars and the four planets closest to the sun. 5 These four planets are made of rock. 6 The next four planets, Jupiter, Saturn, Uranus and Neptune are made of gas.

L1 and L2 Why did you leave these words as gaps? Answer in Italian

- ⑤ L1 and L2 Choose 6 planets, Write a sentence about each one using the superlative- three in Italian and three in English.(also spoken)

Grading criteria sheet

Test item	Content %	L1 %	L2 %
1 Label the planets	33%	33%	33%
2 Match the sides of the sentences	50%	0%	50%
3 Write six sentences-sun, moon, earth	33%	33%	33%
4 leave a gap in each sentence	30%	0%	70%
5 Superlative sentences	33%	33%	33%

18/08

Balance Planning Model for Solar system – 6-8 lessons

Skills <i>1 scanning</i> <i>2 writing</i> <i>3 singing</i> <i>4 collaborating</i>	Learning styles <i>1 linguistic</i> <i>verbal</i> <i>2 mathematical</i> <i>3 musical</i> <i>4 interpersonal</i> <i>5 kinaesthetic</i> <i>6 visual</i> <i>7 manipulative</i> <i>8 intrapersonal</i> <i>9 auditory</i>	Cognitive skills <i>Calculating</i> <i>Comparing</i> <i>Creating</i> <i>Deciding</i> <i>Discovering</i> <i>Grading/ranking</i> <i>Rewriting</i> <i>Telling</i> <i>summarising</i>	Autonomy/ Decision making <i>1 make a puzzle</i> <i>2 make some questions</i> <i>3 write some questions</i> <i>4 choose some questions to answer</i>	Evaluation 1 think about what you learnt
Content <i>Pupils learn</i> <i>1 information about sun, moon and the Earth,</i> <i>2 names of planets</i> <i>3 information about the planets</i>		Language Chunks <i>I would miss, I can see</i> <i>Goes round, all the way round, makes the tides, does not shine, in the middle of</i> Vocabulary <i>Sun, moon, Earth, equator, tide, star, spin, planet, light, hear, gas, air, solar system, Names of planets, universe, galaxies, space</i> Grammar <i>Present simple, some, Ordinals</i> <i>superlatives</i>		
Community Displays/ Impact on life outside <i>Display the pyramids in the local museum</i>	Visits	Colleagues <i>Ask colleagues to provide posters, models of solar system</i>	Parents/ Visitors <i>Ask if parents have specialised knowledge of the topic</i>	Assessment As shown

La parte finale di ogni lezione dovrebbe essere dedicata alla riflessione su quanto

appreso: l'insegnante invita gli alunni a riflettere sul loro modo di apprendere e su cosa hanno imparato di nuovo, di interessante e di utile.

Reflection questions

Diana Hicks

The last part of every lesson should be given over for student reflection. Reflection should be done in Mother Tongue. At the end of each lesson choose two of the following questions and put them on the board. Students choose one and reflect. They can also use this as a basis for their 'exit pass'.

Reflection questions

- 1 What skills have you practised/developed today?
- 2 What questions did you ask today to help you achieve your best?
- 3 What might a friend or a teacher say about your work now?
- 4 How do you know you are making progress?
- 5 Where do you need more help/practice?
- 6 What activity today helped you understand/learn best? Why?
- 7 What can you teach someone else from today's lesson/topic?
- 8 What stopped you from learning/doing your best today?
- 9 Who stopped you from focussing/improving today?
- 10 What can you take away from this lesson?
- 11 Have you learned anything more about your ways of learning today?
- 12 Which activity today helped you the least?
- 13 Which activity did you find most difficult today? Why?
- 14 Is there anything from the lesson you would like to share with anyone else?
- 15 Did the lesson/activities build on anything you knew before?
- 16 Did anything surprise you in your learning or the topic today?
- 17 What changes to the lesson would help you better next time?
- 18 What strategies can you use to help you understand the lesson better?
- 19 What can you teach someone else now?
- 20 What do you know now that you didn't at the beginning of the lesson?

EXIT PASS

- Su due foglietti POST IT di diverso colore
- su uno scrivono quello che hanno imparato
 - sull'altro scrivono una domanda, qc che non hanno capito

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11

Reflection cards

Different ways of looking (from Kath Murdoch)

Think about your learning. Cut out the cards. Read the questions and write the answer (L1 or L2) on the back.

Compare your answers with your partners.

Look up! <i>What has this topic made you think about more?</i> to do more to the future	Look around! <i>What new ideas has this learning given you?</i>	Look inside! <i>How do you feel about your learning?</i>
Look behind! <i>What did you find most interesting about this topic?</i>	Look at! <i>What is one thing you really know about this topic? How do you know?</i>	Look ahead! <i>What can you differently in your learning next time?</i>
Look nearby! <i>Do your partners feel the same way about this topic?</i>	Look over! <i>What kind of thinking have you been doing most during this topic?</i>	Look out! <i>What has stopped you from learning sometimes?</i>

5 – Imparare la lingua attraverso “ chunks”

I Chunks sono strutture di due o più parole generalmente pronunciate insieme.

Nel corso delle lezioni i bambini imparano “*general chunks*” , cioè strutture di uso comune come “ *I don’t know*”, *wait a moment....* e “ *topic specific chunks*” strutture legate al contenuto presentato per es: “ *the food moves down*” riguardo all’argomento digestione “ *It takes the Earth 24 hours*”- sistema solare.

Esempi di "general chunks"

Chunks

Chunks are 2 or more words which are frequently used together eg 'a great majority of', 'a large percentage of'. In order to read, speak and write fluently pupils need to have general and topic-specific chunks.

Three word general chunks(Carter,R-Collins dictionaries)

I don't know (if)	Be able to	We've got a
A lot of	At the end	And so on
At the moment	The end of	To do with
We need to	To do it	Do you think
I don't think (so)	We have to	You want to
The end of	Have a look	You can see
In terms of	You know that	This is a
A bit of	A couple of	There is a

Four word general chunks

1 on the other hand	14 in the form of	27 the extent to which
2 in terms of the	15 in the process of	28 in relation to the
3 in the context of	16 a great deal of	29 the role of the
4 at the same time	17 at the beginning of	30 one of the most
5 in the case of	18 at the time of	31 the analysis of the
6 as well as the	19 on the one hand	32 the relationship between the
7 at the end of	20 is one of the	33 can be seen as
8 on the part of	21 a wide range of	34 as part of the
9 the nature of the	22 a large number of	35 in the number of
10 as a result of	23 the fact that the	36 to the fact that
11 in the course of	24 the way in which	37 has to do with
12 the part of the	25 it is important to	38 in the same way as
13 to do with the	26 on the basis of	39 it is possible to

Ask students to watch or listen to a soap opera or film and note how many of these chunks are used.

1 Binomials- These form common chunks in speech

All or nothing	Great and small	Rock and roll
By and large	Here and there	Facts and figures
Peace and quiet	Now and then	Odds and ends
Safe and sound	Rules and regulations	Out and about
Wait and see	Loud and clear	Far and wide
Trial and error	Compare and contrast	Profit and loss
Pros and cons	Fair and square	Plain and simple
Bits and pieces	Ins and outs	Ups and downs

2 Trinomials

Ready, steady go	Sex, drugs and rock and roll	Tall, dark and handsome
Gold silver and bronze	No way, shape or form	This, that and the other
Cool, calm and collected	Ready, willing and able	Love, honour and obey
Mind, body and soul	Hook, line and sinker	Going, going, gone
Breakfast, lunch and dinner	Morning, noon and night	Gold, frankincense and myrrh

3 Similar sounding words

Chalk and talk	Hot spot	Silly billy
Doom and gloom	Name and shame	Easy peasy
High and dry	Out and about	Town and gown
Jet set	Wear and tear	Near and dear

Esempio di attività per la memorizzazione di chunks (I can see/hear/touch...)

What can I see in the forest?

Diana Hicks

Activity for 6-8 year olds

Language Objectives

Chunks- I can see/hear/touch/taste smell

Vocabulary: pupils generated vocabulary including animals, river, trees, flowers, grass, rain, water, birds etc

Materials

A piece of A4 paper for each child, felt tips, scissors and glue

Stages

1 Give each child a piece of plain A4

2 Ask them to fold it in half, in half again and in half again.

3 Open it out and write the numbers 1-8 in each section at the side

4 Ask children to draw a forest in the first section. Child show partner and say 'This is my forest'

5 Ask children to close their eyes. Say 'What can we see in the forest?'

Say 'I can see...' Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English.

Ask them to draw 2 things. They show their partner and say 'In the forest I can see ...'

6 Ask children to close their eyes. Say 'What can we hear in the forest?'

Say 'I can hear...' Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English.

Ask them to draw 2 things. They show their partner and say 'In the forest I can hear ...'

7 Ask children to close their eyes. Say 'What can we touch in the forest?'

Say 'I can touch...' Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English.

Ask them to draw 2 things. They show their partner and say 'In the forest I can touch ...'

8 Ask children to close their eyes. Say 'What can we smell in the forest?'

Say 'I can smell...' Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English.

Ask them to draw 2 things. They show their partner and say 'In the forest I can smell ...'

9 Ask children to close their eyes. Say 'What can we taste in the forest?'

Say 'I can taste...' Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English.

Ask them to draw 2 things. They show their partner and say 'In the forest I can taste ...'

10 Children cut the paper into strips and join each one with glue to make a circular chain 'bracelet'. Put it on their wrists They go to the 'forest' and ask and answer 'What can you see/hear/smell/taste/touch in the forest?' other children reply and show pictures.



6 – strategie per lavorare sui testi

TEXT ATTACK STRATEGIES

Jigsaw reading:

Pair work : jigsaw text sugli orsi polari. Ogni alunno legge la propria parte e completa un disegno sull'orso polare; poi lo descrive al proprio compagno.

Polar bears Jigsaw reading

Read your sentences and underline the ones you think are the most important. Write it on the picture and tell your partners.

Text 1 -

Polar bears are large meat-eating bears who live in the Arctic. They are very strong swimmers and they hunt seals in the water. Polar bears can be 3 metres long and weigh about 770 kilos. They have a very good sense of smell. They have wide front paws with slightly webbed toes (like a duck) to help them swim. They paddle with their front paws and push with their back paws.

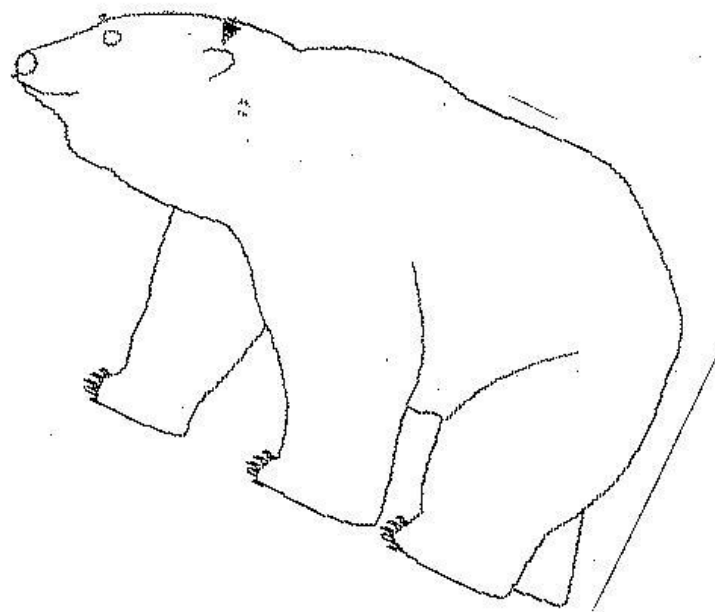
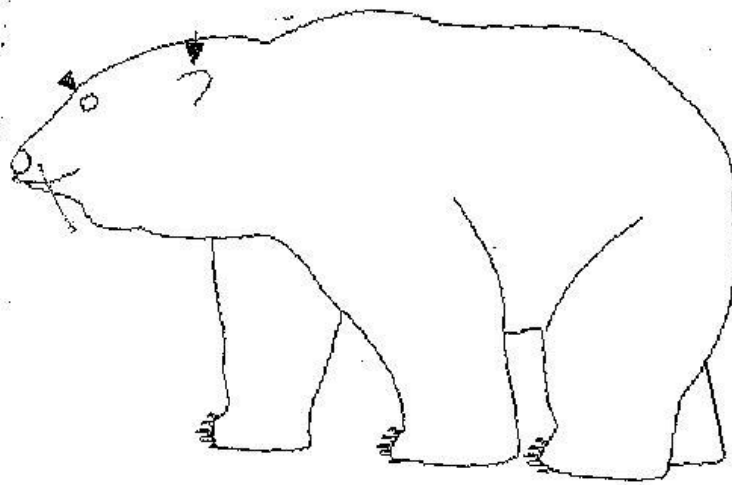
Read your sentences and underline the ones you think are the most important. Write it on the picture and tell your partners.

Text 2 -

Polar bears have thick woolly fur which keeps them warm. They white coat camouflages them (hides them) well in the snow and ice. They also have a thick layer of fat under the skin to help them keep warm. Polar bears live in icy Arctic areas of Alaska, Canada, Greenland, Norway and Russia. They spend a lot of time swimming in the water. Polar bears are carnivores who hunt and catch their food in the water. They are very strong and fierce and usually catch seals to eat.

Make a Polar bear poster

Put your pictures on a poster and write some more information about polar bears.



Pair work : jigsaw text sugli uomini primitivi. Ogni alunno legge la propria parte, poi in

coppia gli alunni rispondono ad alcune domande

Cavemen Jigsaw Texts Pairwork

(from Cambridge English for Schools level 1 CUP Littlejohn, A and Hicks.D)

Text 1 Cavemen Paintings

There are paintings in caves in many countries. Cavemen painted pictures of animals that they hunted. They hunted mammoths, tigers and bears. Sometimes the cavemen painted the animals upside down to show the animals were dead. They made lights from animal fat and took them to the back of the caves. They made the paint from small stones. They mixed the small stones with different plants to make different colours - green, yellow and brown. They kept their paint in animal bones and put some fat at the ends. They drew their pictures before and after a hunt.

Text 2 Cave people Hunting

Cave people went hunting in a big group. First, they put animal fat on their legs and arms. The fat kept them warm and the animals could not hold them in their claws. Then they made a terrible noise to frighten the animals. The animals then ran into the river or sometimes over a big cliff. The cave people threw spears at the animals and they killed them with axes. They cut off the skins to make clothes. They ate the soft meat first (the brains and the heart) and then they cooked the body of the animal.

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(5)

Cavemen Jigsaw reading - Cave Painting and Hunting

Tick the questions you think are linked to your text. Now look at your text, answer your questions.

1 What did they kill the animals with?	2 What did they make paint from?	3 What did they throw at the animals?
4 What did they put on their legs and arms?	5 What animals did they hunt?	6 What part of the animal did the cavemen eat first?
7 When did the cavemen draw their pictures?	8 Where did they keep their paint?	9 What did the cavemen make lights from?
10 Why did they paint the animals upside down?	11 Write your own question about your text	12 Write your own question about your text.

Cavemen Jigsaw reading - Cave Painting and Hunting

Tick the questions you think are linked to your text. Now look at your text, answer your questions.

1 What did they kill the animals with?	2 What did they make paint from?	3 What did they throw at the animals?
4 What did they put on their legs and arms?	5 What animals did they hunt?	6 What part of the animal did the cavemen eat first?
7 When did the cavemen draw their pictures?	8 Where did they keep their paint?	9 What did the cavemen make lights from?
10 Why did they paint the animals upside down?	11 Write your own question about your text	12 Write your own question about your text.

DICTOGLOSS

Nel dictogloss gli alunni ricostruiscono un testo letto dall'insegnante. E' anche un lavoro di grammatica in quanto l'insegnante può focalizzare l'attenzione sui verbi, sui nomi o sugli aggettivi presenti nel testo.

Dictogloss: The fantastic life of the Monarch butterfly- Teachers version

Diana Hicks

Every year, millions and millions of monarch butterflies fly 4000 kilometres from Canada to Mexico and 4000 kilometres back again. They fly 45 kilometres every day for three months. They go to Mexico because it is cold in Canada. They are in Mexico for six months, from October to April. In Mexico, they lay their eggs and then they die. In April, the new butterflies start to fly back to Canada. There, they lay their eggs and then they die. The new butterflies then fly to Mexico. Monarch butterflies always go to the same places in Mexico and to the same trees. How do they know the way? Why do they go to the same trees? Only the monarch butterfly knows.

The Monarch butterfly -verbs

Every year, millions and millions of monarch butterflies _____
4000 kilometres from Canada to Mexico and 4000 kilometres back
again. They _____ 45 kilometres every day for three months.
They _____ to Mexico because it _____ cold in Canada.
They _____ in Mexico for six months, from October to
April. In Mexico, they _____ their eggs and then they
_____. In April, the new butterflies _____ to fly
back to Canada. There, they _____ their eggs and then they
_____. The new butterflies then _____ to Mexico.
Monarch butterflies always _____ to the same places in
Mexico and to the same trees. How do they _____ the
way? Why do they _____ to the same trees? Only the
monarch butterfly _____.

The Monarch butterfly - nouns

Every year, millions and millions of monarch _____ fly
4000 kilometres from Canada to Mexico and 4000 kilometres back
again. They fly 45 _____ very day for three months.
They go to Mexico because it is cold in Canada. They are in Mexico
for six _____, from October to April. In Mexico, they lay
their _____ and then they die. In April, the new
_____ start to fly back to Canada. There, they lay
their eggs and then they die. The new butterflies then fly to
Mexico. Monarch butterflies always go to the same
_____ in Mexico and to the same _____. How
do they know the _____? Why do they go to the same
trees? Only the monarch butterfly knows.

Secondo Diana Hicks non è necessario chiarire il significato delle parole meno note prima di introdurre il testo, è meglio far dedurre agli alunni il loro significato. Un'attività che permette di lavorare sul vocabolario è "traffic light activity" dove i bambini riportano in una tabella le parole che conoscono e che usano, quelle che conoscono ma non usano e quelle che non conoscono.

16/08 (3)

CLIL vocabulary (Schmitt and Schmitt)
Which words do you know?

1 These words are in the text. Write them in the chart

Special invited slaves sandals lay sofas mice knives forks		
I know this word	I recognise this word but I don't use it	I don't know it

2 Compare and share with your partner/group.

3 Find the words you don't know in the text. Look at the words before and after the new word. Can you guess the word now?

Roman meals

To celebrate a special day, rich Romans often invited their friends to big meals called 'banquets'. When their friends arrived, they took their sandals off by the door. Then slaves washed their feet and took them to the dining room - the banquet room. Then the guests lay down on sofas and the slaves washed their hands. The guests did not sit at the table to eat the meal like we do. They lay on the sofas and they took the food from tables next to them. They usually ate a lot of food and drank a lot of wine. Their favourite food was mice! Everyone ate with their fingers. The Romans didn't use knives and forks like we do. Then slaves came in and played music and sang songs. Then the guests often went to sleep on the sofas!

"comprehension"

1 What didn't the Romans do that we do?

2 What did they do which we don't do?

3 Write down something that surprised you

I was surprised by _____

4 What did you find most interesting about Roman meals?

La prof.ssa Hicks ci ha fornito alcuni modelli di tabelle per pianificare le lezioni, per verificare l'andamento della lezione o il grado di coinvolgimento degli alunni.

Balance Planning Model for CLIL Lesson Planning

<p>3</p> <p>Skills</p> <p>What kind of skills do the pupils develop? Reading/IT/speaking/co-operation/design/..</p>	<p>Learning styles</p> <p>Am I covering all learning styles or emphasising only the verbal-linguistic/aural and logical-mathematical learners?</p>	<p>Cognitive skills</p> <p>What kind of thinking</p>	<p>Autonomy/ Decision making</p> <p>Where and when do the students make choices about their learning?</p>	<p>Evaluation</p> <p>Do I leave time for students own evaluation of their progress/concerns/weaknesses and strengths?</p>
<p>1</p> <p>Content</p> <p>1 What do I want the students to learn? 2 What visuals can I provide to represent/support this content? 3 How can the pupils produce this content as a visual?</p>	<p>2</p> <p>Language Vocabulary: Chunks</p> <p>Grammar</p>			
<p>Optional 3:</p> <p>Community Displays/</p>	<p>Visits</p>	<p>Colleagues</p>	<p>Parents/Visitors</p>	<p>Assessment</p>

1 Picture / what kind of pictures?

2 TIC / what kind of thinking?

una copia y equisiciones x 1 mes
de completar durante la lección

15/08 (6)

Action Research sheet- Fill this in DURING the lesson

What do I do in class?

What do my pupils do in class?

What happens in your lessons? Who is doing what? When?

Class _____ Date _____

Time	Teacher is doing what?	Pupils are doing what?	Task- cognitive/ creative/ collaborative/ Critical thinking/ communicative	Outcome/ Production/ Evaluable result/ Evidence of learning
10.00-10.05				
10.05-10.10				
10.10-10.15				
10.15-10.20				
10.20-10.25				
10.25-10.30				
10.30-10.35				
10.35-10.40				
10.40-10.45				
10.45-10.50				
Total times				

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8

Double Case Study : Assessment of and for learning Diana Hicks

This chart is designed to help with continuous assessment of children's work – where you give a grade for work done during the term – and also for assessment for learning – where you diagnose what kind of extra support individual pupils may need.
It may also help focus on pupils who may 'get lost' in large classes.

Name	Date	Activity	Comments	Grade	Support
Harry	4 Sept.	Pairwork dialogue	Not very confident about speaking		Try working with another partner next time
Mary	4 Sept	Writing a postcard	A lot of spelling mistakes		Check with MT teacher for possible dyslexia
Sam	6 Sept	Making a vocabulary puzzle	Excellent. Focussed and involved		
Tara	6 Sept	Sorting animal pictures	Enjoyed working in a group. Shared ideas well		
Jane	10 Sept	Listening and matching	Not at all focussed. Didn't enjoy task		Move to front of class for listening. Ear problems?
John	10 Sept	Singing a song	Didn't participate Well		Make shakers and microphones

Faedis, 24/042018

Loredana Basso