

CLIL OR NOT CLIL AT PRIMARY SCHOOL?



'The future doesn't just happen, it is shaped and modelled by our actions'.

'The best teachers are those who equip students to THINK for themselves'

CLIL at primary school to...

- make learning more student-centred
- create meaningful activities
- use of the language in a range of different ways
- promote student's language and cognitive skills
- rise confidence and self-esteem



HOW

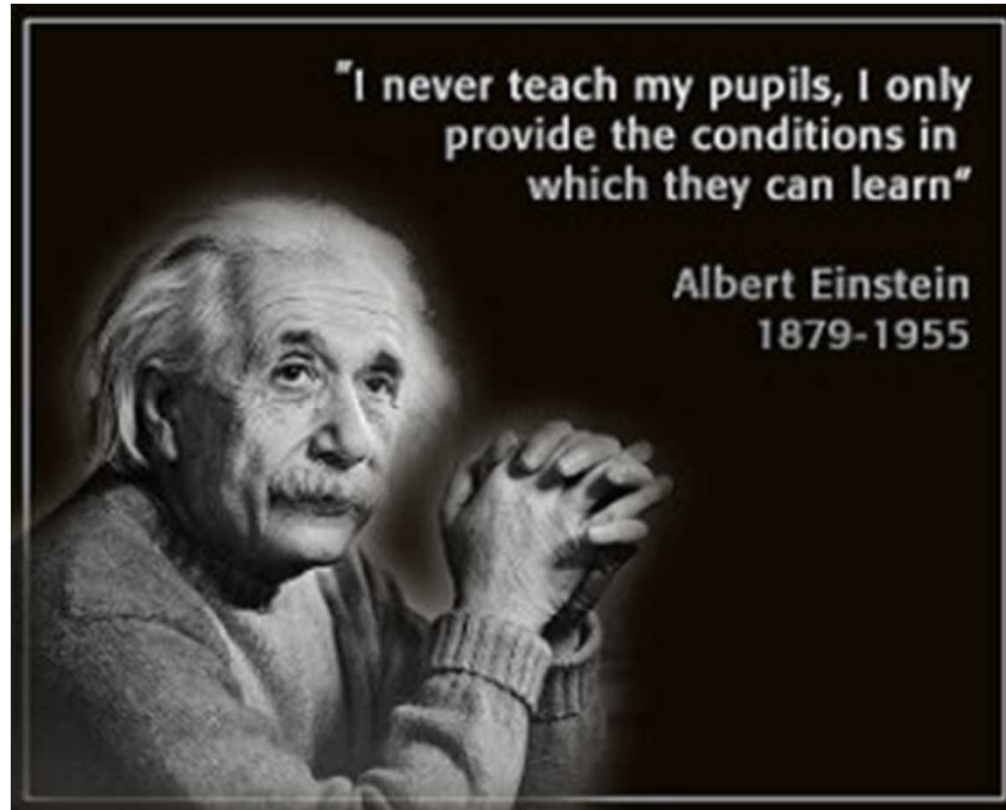


- Teachers are not at the centre of the lesson
- Students are actively involved in building their knowledge
- Higher-order cognitive skills are engaged



(they require students to manipulate, analyze, evaluate materials...)

FOCUS ON PUPILS AND LEARNING rather than teaching!

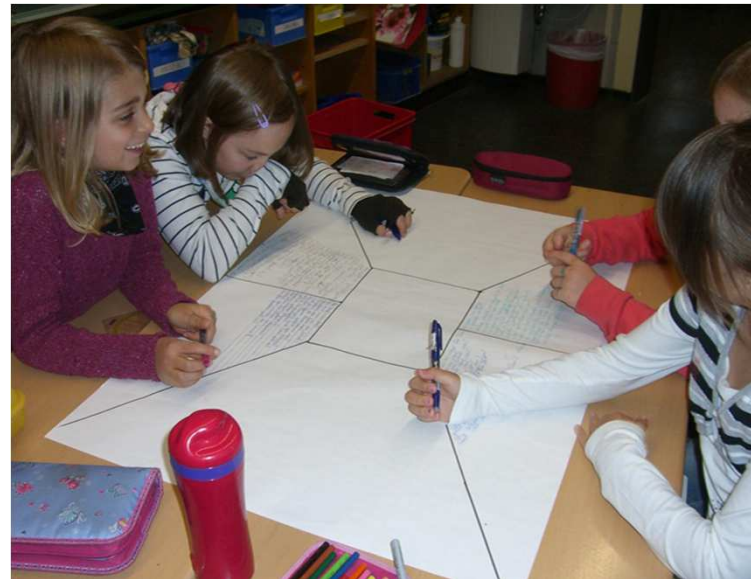


"I never teach my pupils, I only
provide the conditions in
which they can learn"

Albert Einstein
1879-1955

PUPILS BECOME...

independent learners.
They learn **from**
and **with** their peers,
making use of different
resources.



HOW?



TASK BASED APPROACH

**Clil activities based on tasks
integrated in the curriculum**

What is a task?



- activity where the target language is used by the learner for a **communicative purpose** in order to achieve an outcome/objective (solve a problem....);
- activity in which the learners' attention is **focused on meaning** rather than linguistic structures.
- activity should be **authentic** and as close as possible to the real world and daily life experience of the learners

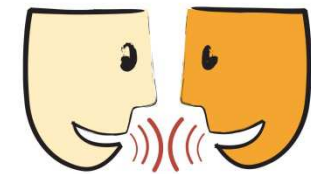
Task or exercise?

TASK	EXERCISE
Meaning focused	Form focused
Students are <i>language users</i>	Students are learners
Authentic communication	Interaction for linguistic purposes
Real-world process	Artificial context
Fluency	Accuracy
It implies communicative output	It implies a linguistic output
Cognitive+linguistic dimension	Linguistic dimension

Pre-task

Introduction to the topic and task

- clarification of aims and content
- activation of prior-knowledge
- language required by the topic (new words, functions – language frames...)
- clear instructions
- any support to work with the task



Task cycle: focus on the meaning

- **Task planning:** information gap and information exchange activities –variety of materials
- **Doing the task:** not all the students have the same information...
- **Planning:** students have to interact and negotiate in order to use all the information to reach the final agreed output
- **Preparing to report** (decide the format)
- **Presenting the task report**



Post task (focus on form)

- Language focus – analysis and practice
- Self-evaluation



Readings



Language Focus



Games



Practice Tests



Picture Dictionary



Word List

Lower order thinking skills

LOTS



- Remembering
- Understanding
- Applying

*What, which,
where, when, who,
how many?*

Higher order thinking skills

HOTS



- Analysing
- Evaluating
- Creative thinking

*Why, why not
How can we make/do
better?*

Cognitive processing in practice

Cognitive processes	Science: Animals	Cognitive processes	Science: Animals
<i>remembering</i>	How many animals do you remember of the partner countries?	<i>analysing</i>	Compare two animals. How are they different? Why?
<i>understanding</i>	Read and make a concept map related to one of the animals	<i>evaluating</i>	Read your partner's description of an animal. Can you guess it? Which words helped you?
<i>applying</i>	Say one fact about an animal that lives in the South of Europe and one that lives in the North of Europe	<i>creative thinking</i>	Prepare comic strips in pairs or in group for an animal cartoon

TEACHERS PROVIDE....

* **Accessible resources/
materials/activities**

* **Scaffolding**

* **Learning strategies**

* **Technological support**

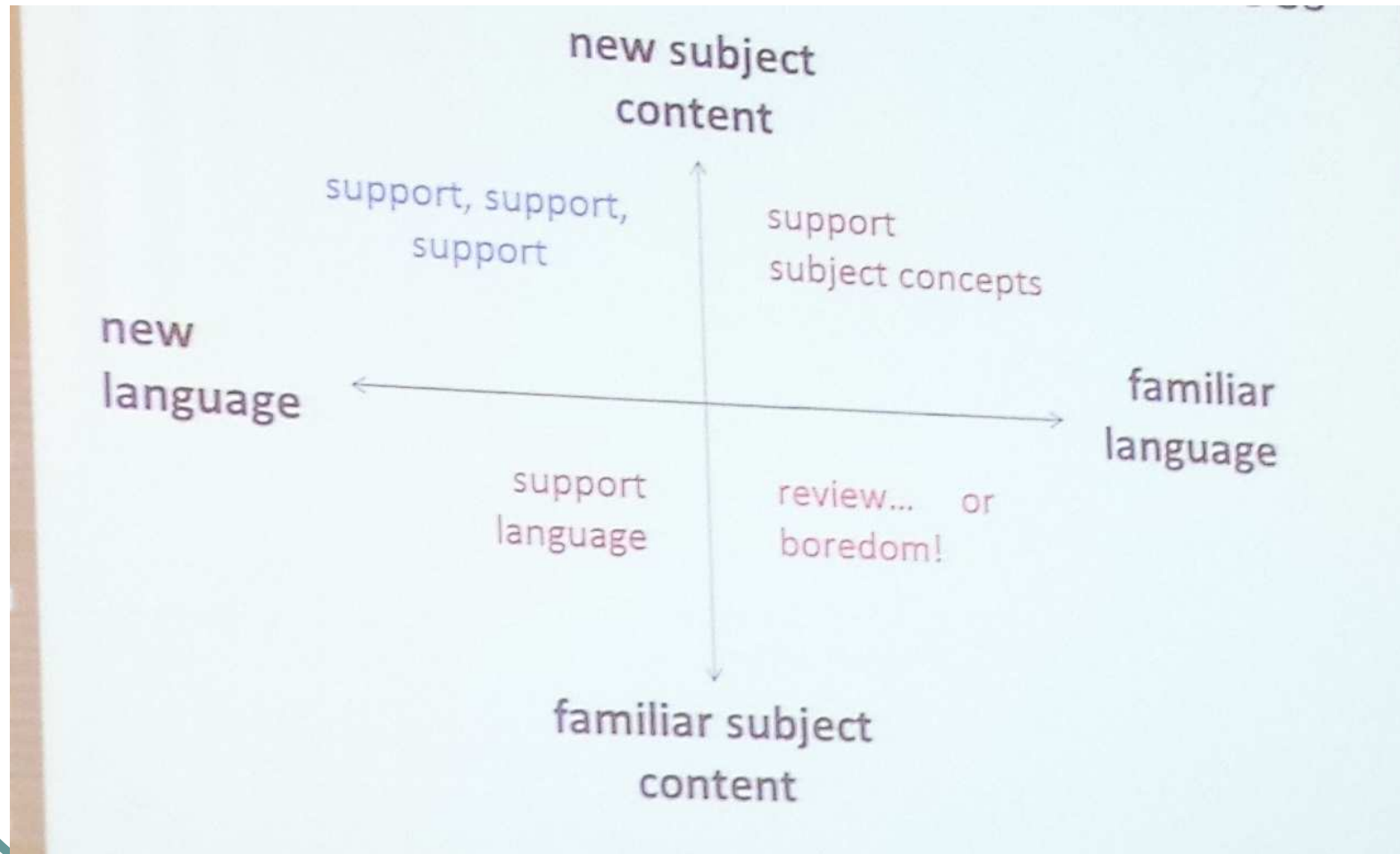
European Animals

Language Frame



A butterfly A trout A buzzard A moose A wild boar A duck A lady bird A fox A bear A capercallie A squirrel A swan A seal	lives in	the pond. the woods. the sea. the sky.
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Supporting language and content



ECLIL4YOU: 11 SCHOOLS IN 10 COUNTRIES



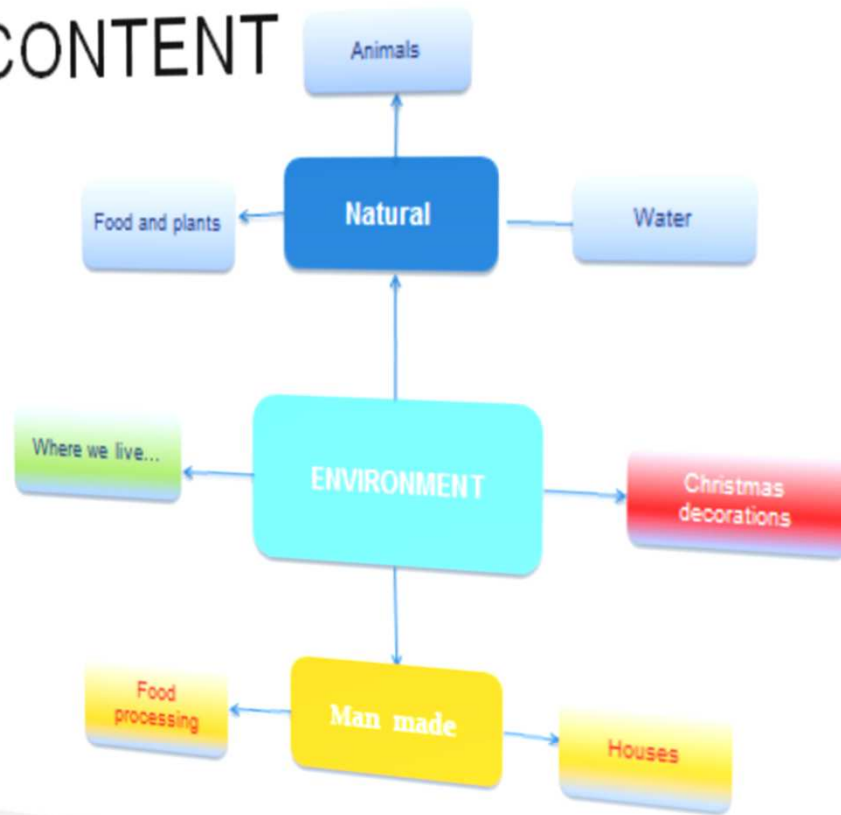
3 Kindergartens



8 Primary schools

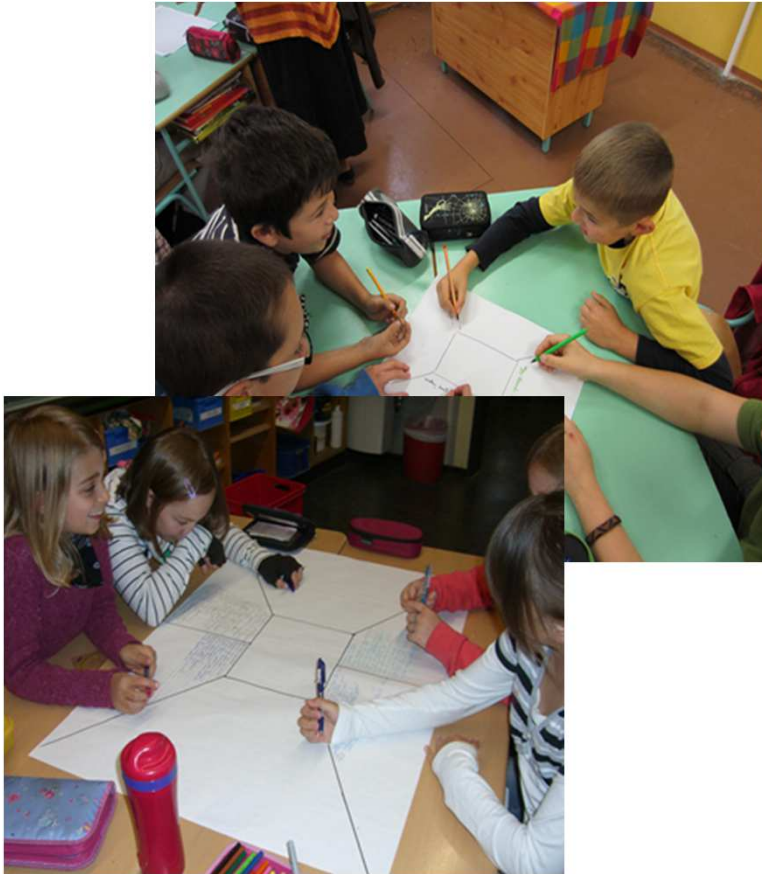


CONTENT



HOW IN PRACTICE?

DISCOVERY LEARNING IN COOPERATIVE GROUPS



1. TUNING IN

Activating prior-knowledge

- **Placemat**
- **What if**

Graffiti



- Think-pair-share

(finding criteria for grouping animals...)



Making hypothesis

Hedgehogs are

They have got

They have got

They can

They can roll

They eat

They sleep

A mother has got

Cars can

Part 1	Part 2
Hedgehogs are	small animals.
They have got	four short legs.
They have got	spines on their body.
They can	run fast.
They can roll	into a ball.
They eat	snails, worms, snakes, eggs and fruit.
They sleep	in winter.
A mother has got	3-6 babies.
Cars can	kill hedgehogs.

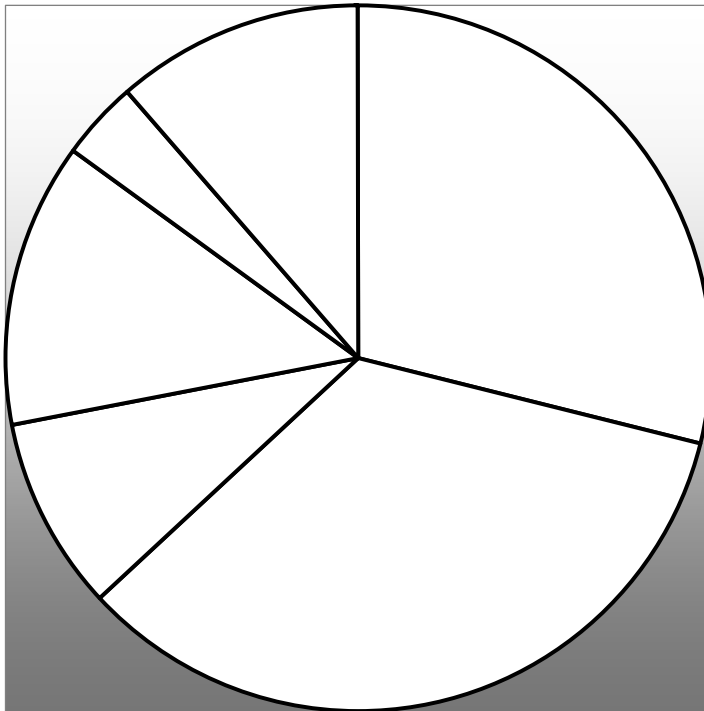


2. FINDING OUT

JIGSAW READING



Save the water –jigsaw reading








Organising data
in a pie chart

Are you a water waster?

In some parts of the world people don't have enough water. They have to walk a long time to get it. Italian people use 200 litres of water a day. Ten times the amount of water used by an inhabitant from a rural area in Sub-Saharan Africa

Ask your friends and people in your family these questions. Write their name and put a tick in the right box. Work out the scores: Who is a water waster?

W A T E R I S L I F E	Do you have showers instead of baths and keep them short (5 minutes)?	Do you turn the tap off when you brush your teeth and put the plug in when you wash your hands?	Do you check for leaky faucets and turn off your taps tightly, so they don't drip?	Do you wash full loads and use the shortest cycle in the dishwasher/ washing machine?	Do you avoid the water run continuously while hand washing dishes or while washing fruits and vegetables ?
					
Name:	Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/>	Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/>	Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/>	Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/>	Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/>
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What's the score?

Add up the points for each person then find out who is the water waster. Always = 2 points

Sometimes = 1 point; Never = 0 points

8-10: Very good! You know the real value of water

5- 7 : You are a good user of water

1- 4: You are the water waster!

Survey: collecting and interpreting data

Observing - experimenting

COLLECTING DATA



DISSOLVING

Substance	I think it will		I think it won't dissolve	It dissolved		It didn't dissolve
	Dissolve in warm water	Dissolve in cold water		in warm water	in cold water	
oil						
vinegar						
salt						
sugar						
cocoa						
honey						
flour						
coffee						

Recording data

Info Gap

in pairs

A grid of weather data for various countries and months. The grid is organized by country (rows) and month (columns). Each cell contains a small photograph of a landscape, a temperature reading, and a weather icon. The countries listed are Finland, France, Germany, Greece, Hungary, Italy (Asti), Italy (Roletto), and Land. The months listed are October, November, December, January, February, March, and April. The temperature readings are in degrees Celsius. The weather icons include sun, clouds, rain, snow, and wind.

	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL
FINLAND	12°	5°	11°	-6°	0°	-3°	6°
FRANCE	15°	20°	2°	5°	9°	12°	7°
GERMANY	22°	44°	2°	41°	6°	-6°	7°
GREECE	32°	23°	14°	8°	17°	22°	16°
HUNGARY	26°	16°	3°	3°	8°	11°	11°
ITALY (ASTI)	20°	20°	1°	13°	9°	13°	10°
ITALY (ROLETTA)	20.5°	18°	9°	14°	9°	14°	12°
LAND	16°	14°	14°	14°	14°	14°	14°



Reading for information

TRUE OR FALSE

What do you know about the Italian Wolf?

Read the sentences and put a tick under **TRUE** if you think they are true or under **FALSE** if you think are false.



	Before reading		After reading	
	True	False	True	False
1. The wolf is a mammal				
2. It is a carnivore				
3. It has got yellow eyes				
4. It hunts in the morning				
5. It lives about 8 years				
6. It is a social animal				
7. It has got a strong smell				
8. It can run 65 km per hour				
9. It can weigh 60 kg				

The Italian Wolf "Canis lupus italicus".

Read, check your hypothesis and give a title to the paragraphs:

Social life – Body – Diet – Reproduction - Communication - Habitat

Wolves have got yellow eyes and a very good sight.
Most wolves weigh about 40 kilograms
They have got a strong smell and hearing
A wolf can run at a speed of 65 kilometres per hour.

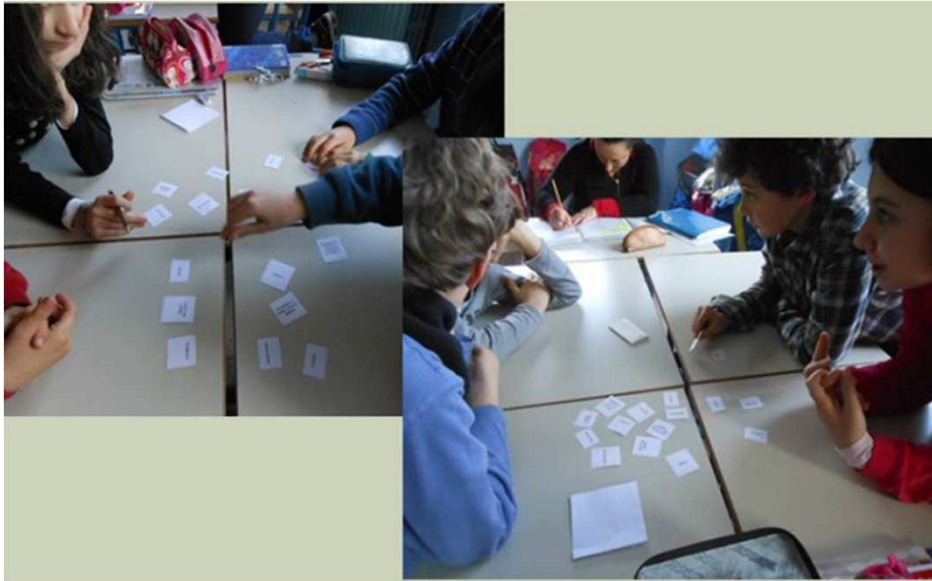


Wolves are carnivores and hunt at night.
They eat medium sized animals (Chamois, Deer, Wild Boar), small animals (hares, rabbits), domestic animals (sheep, calves).

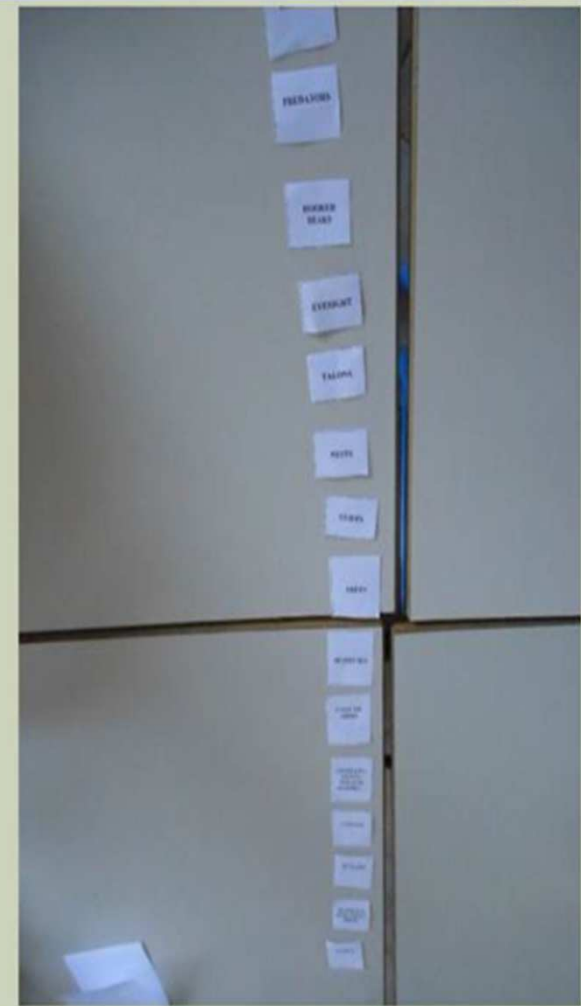
Wolves are mammals.
A female wolf can have 2 - 8 pups. They weigh about 0,5 kg.
Wolves can live about 12 years.



Listening with key words



- Look
- Find out the meaning
- Choose
- Listen
- Order
- Create



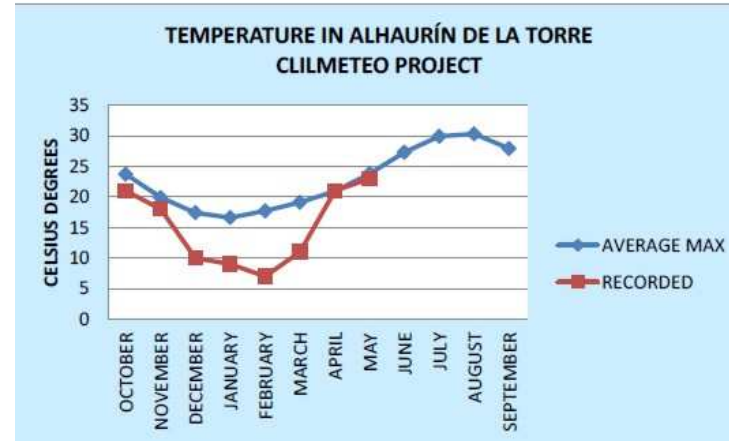
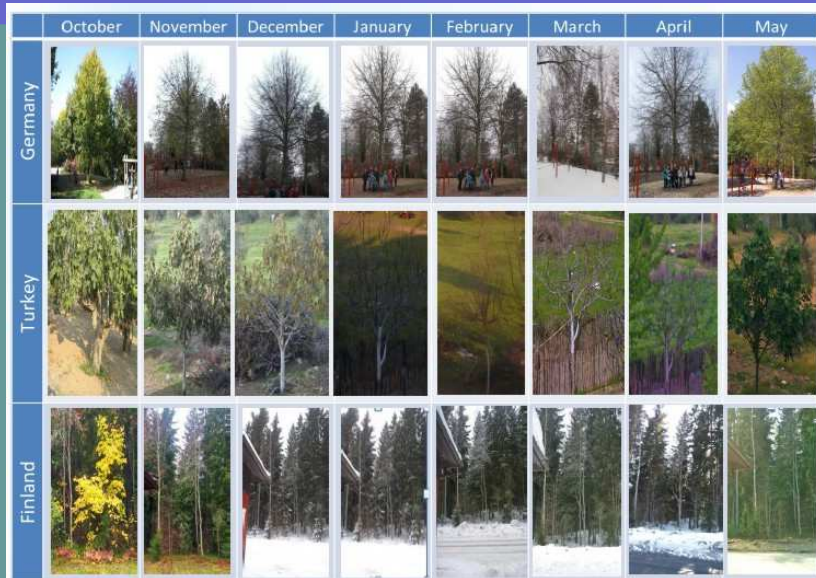
3. SORTING OUT

Applying knowledge

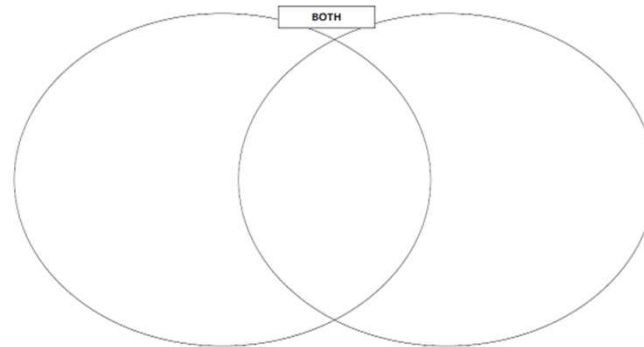
Giving choices



Comparing

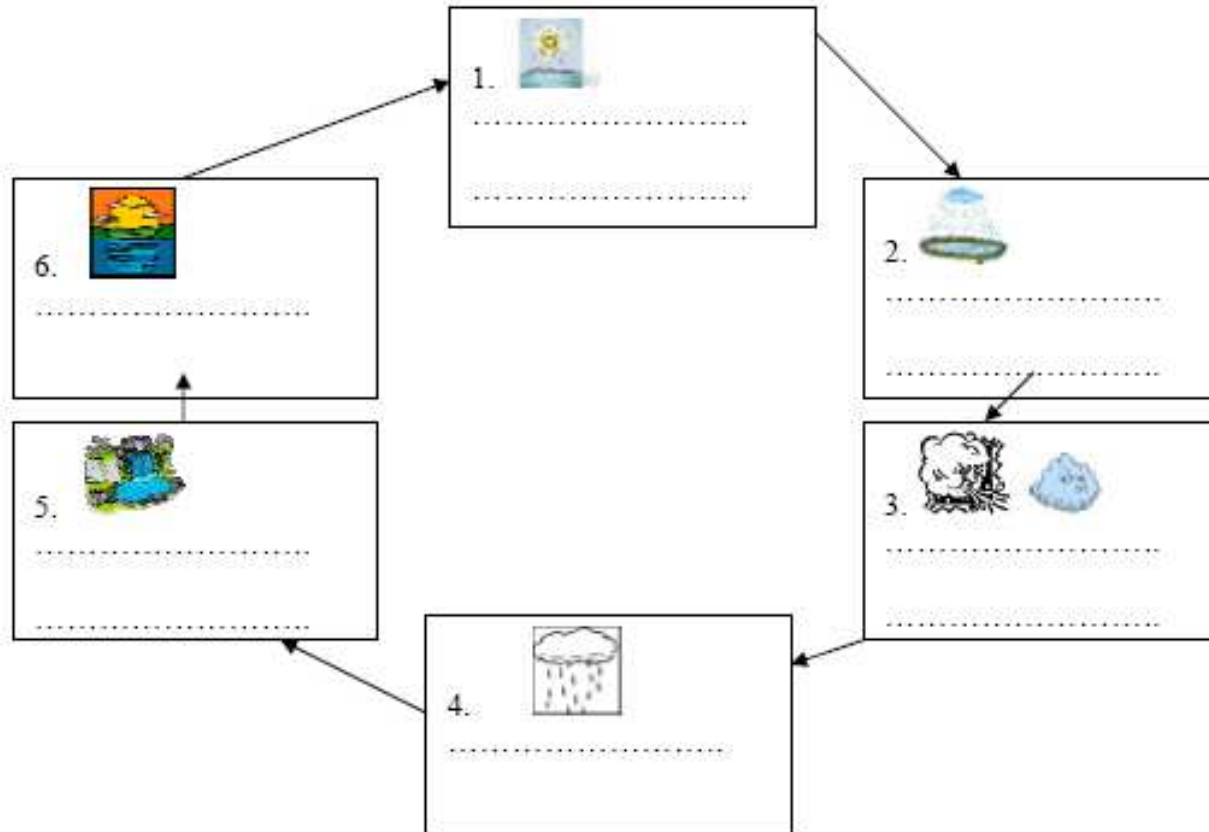


COMPARE TWO ANIMALS



3. THE WATER CYCLE

This diagram shows the stages in the water cycle.



Write this information in the boxes above in the correct order.

The sun heats water turns into vapour	The wind blows the clouds.	It's cold. The water vapour condensates and falls back to the land as rain (snow or hail)
The water drains through the ground and forms rivers, lakes and ponds.	The water vapour evaporates into the air and forms clouds	Rivers and streams carry the water back to the sea.

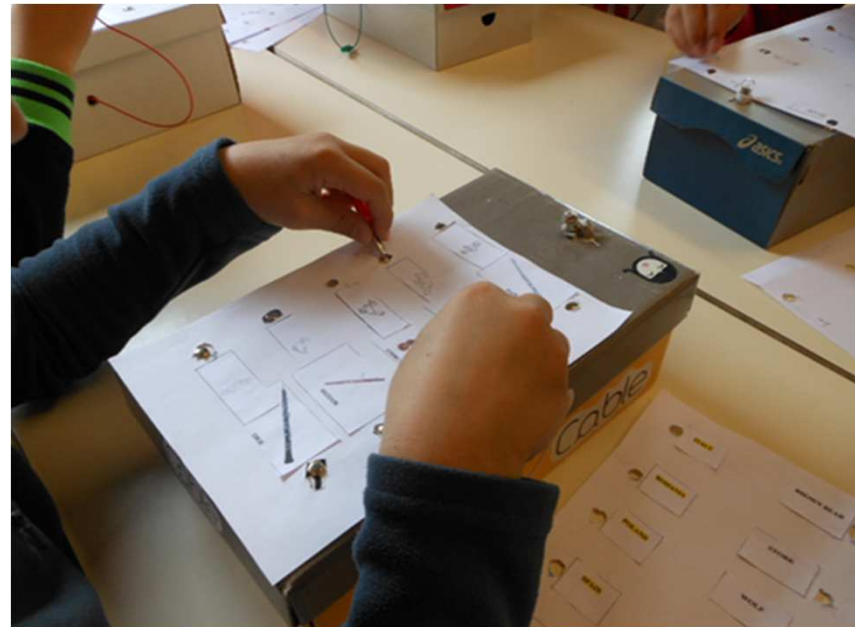
Peer teaching



Planning and creating final products



games



Drama

- the sun shines on the water
- the water gets hot
- the water becomes vapour
- the vapour goes up in the sky
- the vapour makes a cold cloud
- the wind blows the cold cloud
- the cold cloud meets a warm cloud
- the vapour becomes water
- it rains



...stories

We are going on a wolf hunt.. we're going to catch a big one

- Oh, no! A tunnel
- A long dark tunnel



Inventing a new story: We are going on a wolf hunt

- Oh, no! A mountain!
- A very high, white, mountain,
«Orsiera»



We can't go over it
We can't go under it
We've got to go climb it!

We are not scared!

- Oh, no! A fortress
- «Fenestrelle» fortress,
the biggest in Europe!



We can't go over it
We can't go under it
We've got to go through it!

WHAT'S THAT?




Two pointed furry ears
Two big yellow eyes
A big black nose











IT'S A WOLF!

If you see a wolf, don't run. Keep calm and try to howl.

..riddles from shared fact-files

TOMATO IDENTITY CARD



<p>This is a tomato plant:</p> 	<p>We eat the fruit:</p> 			
<p>Tomatoes are usually red, but some tomatoes have different colours, as yellow. Green tomatoes are not ripe yet.</p>				
<p>It has a shiny</p> 	<p>skin and a lot of seeds inside.</p>			
<p>It is juicy.</p>				
<p>The tomato plant lives only for one year. Its flowers are yellow.</p>				
<p>The name in my language is: paradicsom</p>				
<p>You can eat it: raw or cooked or even grilled</p>				
<p>salad</p> 	<p>juice</p> 	<p>soup</p> 	<p>ketchup</p> 	<p>grilled</p> 

It is red but it's not a strawberry

It has many seeds but it's not a kiwi fruit

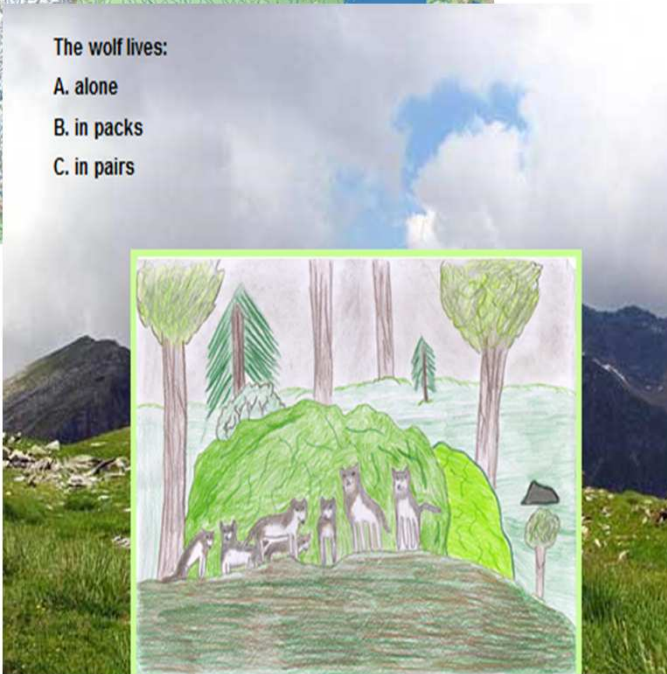
It is juicy but it's not a peach

It is round but it's not an apple

What is it?

4. ASSESSMENT AND REFLECTION

On going assessment



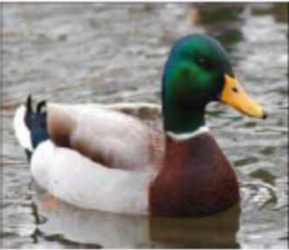




Pupils' generated quiz for the partners

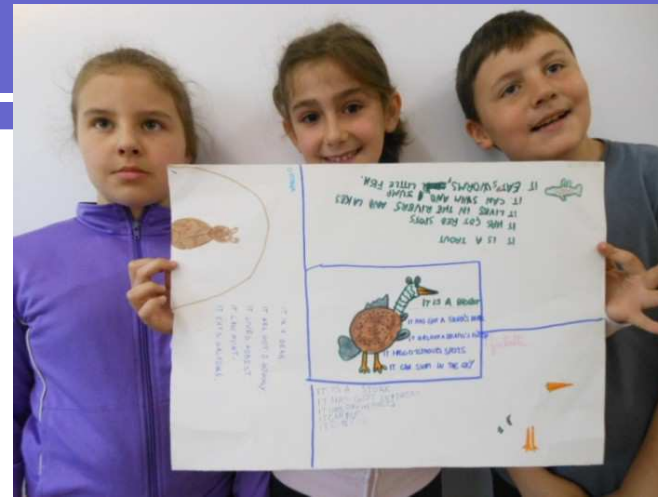
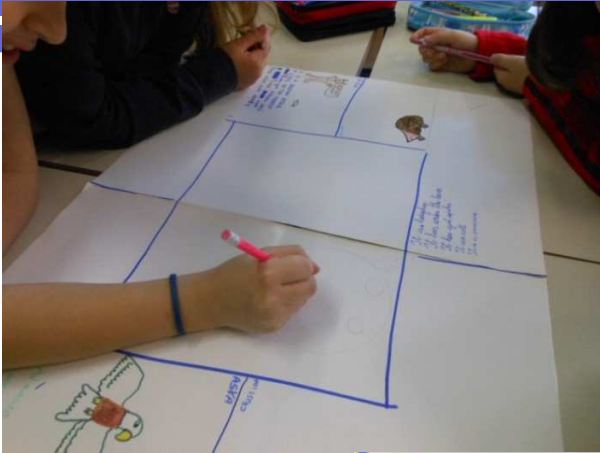
(www.quizslides.com)

Memory created by the pupils

MEMORY GAME

<p>A</p> 	<p>B</p> 	<p>C</p> 		
<p>D</p> 	<p>E</p> 	<p>2</p> <p>I live in packs I communicate with the body language.</p>	<p>3</p> <p>I am grey-brown with small dots. I've got a big mouth and small sharp teeth.</p>	<p>4</p> <p>I hibernate in Winter</p>
<p>I've got spines on my body</p>		<p>5</p>	<p>6</p> <p>I fly to Africa at the end of each summer</p>	<p>7</p> <p>I have antlers. I can swim and run long distances</p>

Crazy animals placemat



Class displays/logs

NOX | IT HAS GOT POINTED EARS

IT CAN RUN | IT IS A CARNIVORE

IT IS BLACK, BROWN, GREY AND WHITE

IT CAN SEE IN THE DARK

IT IS MEDIUM SIZED | IT CAN HOWL

IT IS A WILD ANIMAL

IT HAS GOT A LONG AND THICK TAIL

IT IS A MAMMAL

IT LIVES IN THE WOOD AND IN THE MOUNTAINS

IT LIVES IN PACKS

IT CAN HUNT ANIMALS

AFTER

IT HAS GOT • YELLOW EYES
• A GOOD SIGHT, 
• A STRONG SMELL AND HEARING 
• IT HUNTS AT NIGHT
• IT EATS WILD AND DOMESTIC ANIMALS
• IT LIVES ABOUT 12 YEARS
• IT CAN HAVE 2-8 PUPS
• IT COMMUNICATES THROUGH BODY LANGUAGE
• IT LIVES IN A DEN, A CAVE, A LOG 

IT CAN'T CLIMB

THE WOLF 
What do you know?

IT CAN'T SWIM

IT IS DANGEROUS

IT CAN'T FLY

IT LIKES MEAT




Self-assessment

Portfolios

5. EUROPEAN ANIMALS – SELF ASSESSMENT

Name: _____

Date: _____

I can....IO SONO CAPACE DI...			
capire ed eseguire istruzioni			
leggere e ricavare informazioni da un testo			
ascoltare e ricavare informazioni da un video/registrazione audio			
dire dove vive un animale (paese/habitat)			
descrivere il corpo di un animale			
dire che cosa mangia un animale			
confrontare due animali			
indovinare un animale dalla sua descrizione (orale o scritta)			
scrivere una breve descrizione di un animale			
collaborare alla creazione di un gioco o presentazione al computer			

Cosa mi è piaciuto di più:

Cosa non mi è piaciuto o mi è sembrato difficile:

Come ho lavorato:

- Da solo/a Con l'aiuto dell'insegnante Con l'aiuto dei compagni
 Con molto impegno Con poco impegno Con difficoltà Senza difficoltà

Nel gruppo:

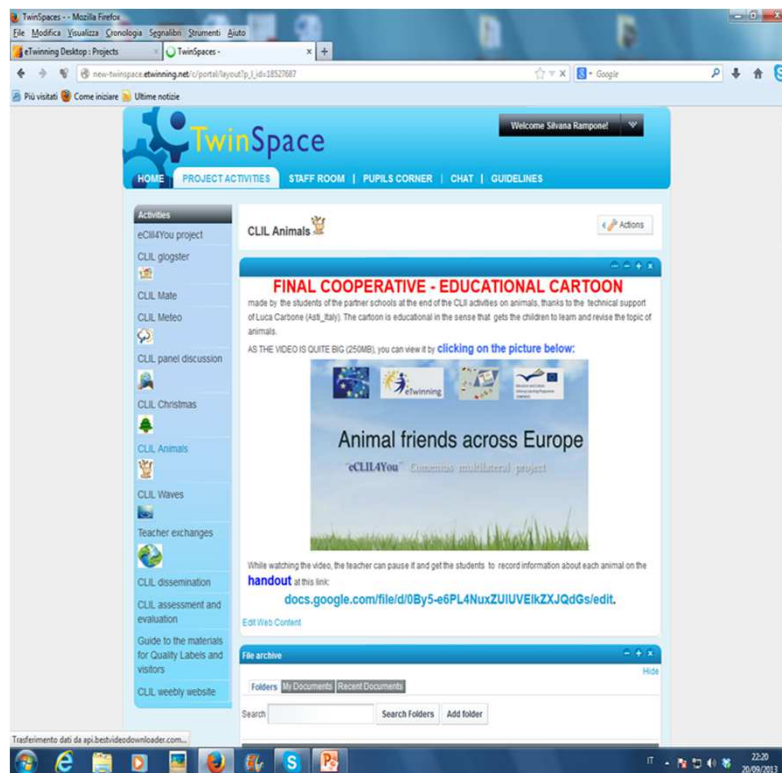
- Ho partecipato attivamente al lavoro di gruppo.
 Ho lasciato che fossero i miei compagni a prendere l'iniziativa e decidere.
 Ho accettato tutte le proposte dei miei compagni senza discutere.
 Ho cercato di apportare dei contributi al lavoro con idee e proposte personali.

Web 2.0 tools to share - learn and create



Gloster...[google docs](#)...[jigsaw creator](#)...[animoto](#)...**animal cartoon**

eTwinning European platform

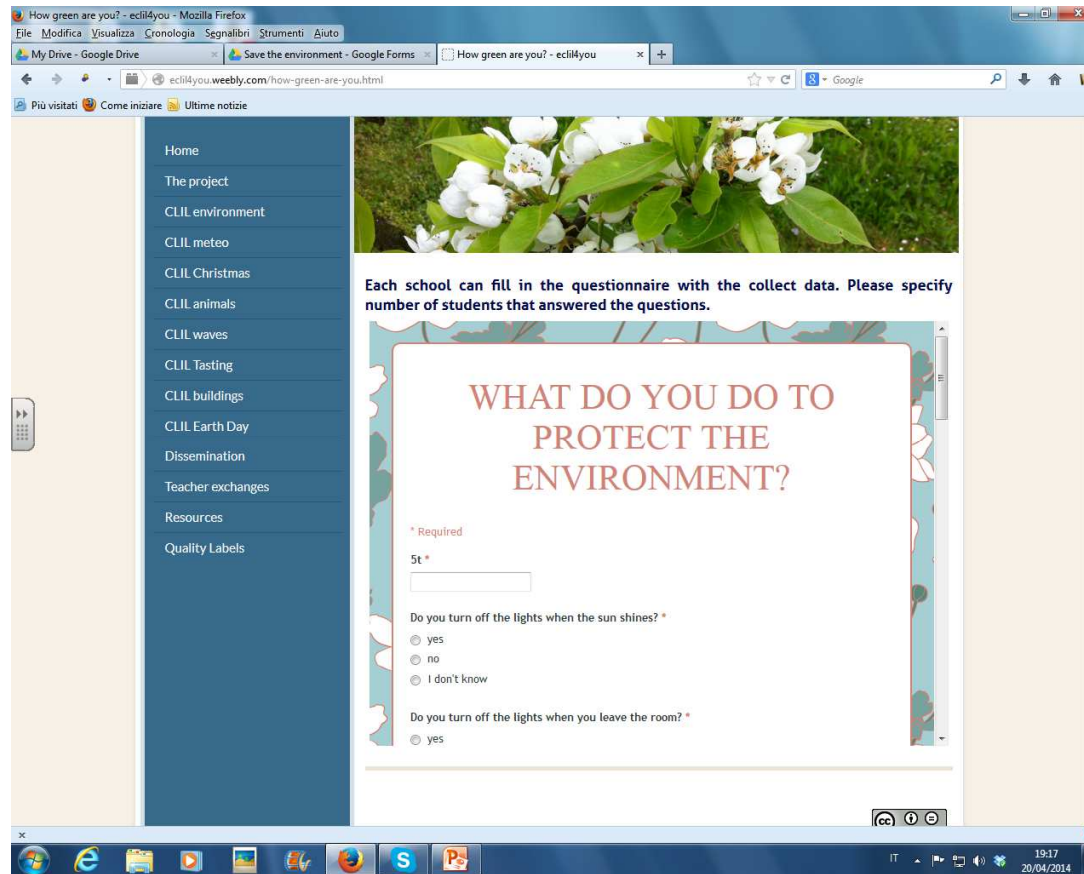


Pupils can learn from the partners,
learn the target language by using it
in real settings,
explain what they are learning and
how they are learning

www.glogster.com



www.googledrive.com



www.glossi.com



www.jigsawplanet.com

Jigsaw Planet - ΧΡΙΣΤΟΥΓΕΝΝΑ-ΚΑΡΔΙΤΣΑ 005 - Mozilla Firefox

File Modifica Visualizza Cronologia Segnalibri Strumenti Aiuto

Jigsaw Planet - ΧΡΙΣΤΟΥΓΕΝΝΑ-ΚΑΡΔΙΤΣΑ 005

www.jigsawplanet.com/?rc=play&pid=13892d0552b4

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I cannot
teach
anybody
anything, I
can only
make them
think

-Socrates