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Guide Addressed to Teachers on how to use CLIL Methodology in Primary Schools

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1 Foreword

The *Guide Addressed to Teachers on how to use CLIL Methodology in Primary Schools* (hereafter called Guide) is a **practical** introduction to CLIL for (Foreign Language and Content) teachers who know nothing or only very little about CLIL. Its aim is aligned with three major objectives of the C4C project: to support teachers to deliver high quality teaching, to enhance digital integration in learning and teaching, and to improve mastery of English at EU level.

The Guide is inspired by local research into the needs and conditions of the partners in an Erasmus+ funded project called CLIL for CHILDREN: Italy, Poland, Portugal and Romania. C4C Questionnaire respondents indicated that they would appreciate being provided with an easily accessible course on CLIL methodology that would offer comprehensive training in how to develop primary school CLIL materials and lesson plans effectively. The course adopts a ***hands-on* approach and demonstrates through practical examples** how to develop CLIL materials and lesson plans, specifically designed for primary school use.

'Primary education' refers to teaching and learning situations where, for the most part, one teacher teaches all 'subjects' to her own class or group of children aged up to 12 in certain European countries. In certain contexts primary education already includes the notion of subject areas taught independently, as is the case, for example, for primary CLIL in some countries. Teaching in primary is often by 'topic' or 'project' based, among other models, and the teacher(s) draw implicitly on different disciplines and 'subjects' to render children's 'meeting with the world' more systematic (Byram, 2007).

The Guide is also developed from previous project products, such as:

- A **state of the art report** about use of CLIL Methodology in Primary Schools in the above mentioned countries
- A **census of OER** (Open Educational Resources) to be used for CLIL in Primary Schools
- **Guidelines for Teachers on How to Develop CLIL Materials and Lesson Plans in Primary Schools**

- **Guidelines on How to Use CLIL in Primary Schools**

There are many diverse school frameworks across European countries. This Guide supports diversity in CLIL organization, content and intensity, but not in what concerns the choice of language. The Guide focuses exclusively on English as the foreign language to be integrated with three subject area contents in primary education (5 to 12 year-old students): Science, Geography and Mathematics.

The Guide is addressed to in-service teachers (English teachers, generalist primary teachers and specialist teachers of Science, Geography, and Mathematics). The Guide can be used as complementary to face-to-face and distance in-service teacher training or be used by teachers involved in CLIL at their convenience. So, if you have been involved in some CLIL experiments or training in the past, you may wish to concentrate only on the parts of this Guide that are useful to your CLIL planning and monitoring.

The aim of the Guide is to **list examples of good practice and provide practical worksheets** in order to:

1) Help teachers plan CLIL learning activities with students.
2) Help teachers observe students' behaviour and learning.
3) Help teachers monitor the results of CLIL learning sequences.

The Guide is divided into the following parts:

1. Introduction: a CLIL approach in Primary Education

2. Effective CLIL methodologies

3. Some principles and language for CLIL lesson planning

4. Planning CLIL lessons

5. Scaffolding Resources & Materials for CLIL

6.Monitoring & Assessment in CLIL

7. CLIL course evaluation (teacher education)

8. Lesson plans with teacher notes

Note on authorship: This Guide includes parts and materials of the C4C *Guide to OERs*, *Guidelines for Teachers on How to Develop CLIL Materials and Lesson Plans in Primary Schools* and *Guidelines on how to use CLIL in Primary Schools*. © C4C-CLIL for Children.

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1.1 Acknowledgements

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2 Introduction: a CLIL approach in Primary Education

2.1 Introduction to the Guide

New globalized societies put novel pressures on education to prepare students to function across multilingual globalized spaces. For this, students need competences and fluency to communicate in foreign languages besides their own mother tongue. CLIL, **the integrated learning of a foreign language (English) and curricular subject contents** can help children achieve this without claiming an excessive share of the school timetable and by involving children in cross curricular learning sequences. CLIL exposes students to **purposeful, innovative, and meaningful learning experiences**. There are also cognitive and linguistic advantages involved in CLIL for students: **learning to think and to learn in an additional foreign language**; and **learning to use English for communication** about new learning topics.

CLIL is generally defined (Coyle, 2005) as a dual approach to language and subject area or content learning in an integrated way. You can look at CLIL as a methodology, a pedagogic approach, an educational approach, an innovative educational practice in your context, or just as one particular cross curricular project of bilingual education of an integrative nature. CLIL has often been described as any learning activity, project, module, topic, or theme that integrates subject and language to teach/learn *new* content. The emphasis on ***new*** is important as is ***integration***.

This Guide focuses on a ***curriculum model for CLIL based on modules which comprise sequences of 3 lessons each in a particular subject area: Science, Geography or Mathematics for primary education (grades 1 to 6).*** Examples given and worksheets, grids, and other materials take this model as the reference for advice on: CLIL learning aims, CLIL integrated content & language learning, CLIL methodologies, as well as on CLIL lesson planning, resources & materials, and monitoring and evaluating the CLIL experience.

We hope that this Guide will help teachers understand how to put CLIL into practice in their own contexts and contribute to the improvement or innovation of their teaching practices in CLIL setting.

2.2 What is CLIL?

Content and Language Integrated Learning (CLIL) is a relativelyinnovative educational approach in European primary schools which combines learning content with learning a foreign (or additional) language, focusing on learning both at the same time. It creates a rich learning environment for children.It may be activated through several teaching and learning models, but C4C privileges a **topic-centred approach** (Mehisto et al., 2008). This means that CLIL modules are organized around big ideas (topics) to which several curricular (content and language) subjects or areas can relate. See ***table 1*** for a concrete example.

Table 1*. The topic 'the world of animals' across English, Science, and Geography in CLIL*

The topic 'the world of animals' may be linked to curricular contents of English for young learners, Science and Geography in years 2 or 3			
Curricular contents for	English	Science	Geography
Content and Language Objectives	Vocabulary: know the names of selected animals and can categorize them into farm, wild, forest, and pets	Know the names of selected animals and categorize them into farm, wild, forest, and pets	Locate animals on map of Europe and own country

2.3 The principles of CLIL

There are innovative principles that must be respected in order to use the CLIL approach. They are generally based on the 4 Cs (CONTENT, COMMUNICATION, COGNITION and CULTURE) as defined by Do Coyle, 2005, as shown in ***table 2.***

Table 2*. The 4 C's of CLIL adapted to Primary Education*

CONTENT (THROUGH LANGUAGE) The foreign language is learned through topic content provided in a way that encourages active natural learning The focus for language learning is NOT on structure or grammar, but on language use in real-life contexts (to solve tasks)	COMMUNICATION The emphasis is put on effective linguistic learning for communication and immediate use Language is used as a medium to perform tasks, solve problems, develop projects, as well as to express ideas
COGNITION The foreign language (English) is used as a language for thinking in parallel with the mother tongue	CULTURE Learning a foreign language is learning about cultures that use that language and contrasting them to own culture

Using English for thinking enriches understanding of concepts	Using English for communication and thinking is a key competence to function across multilingual globalized spaces

2.4 Teacher involvement in CLIL

Planning co-operation: CLIL methodology fosters teachers' individual and institutional networking opportunities. Teachers need to cooperate to help their students understand the links between subjects and their interdependencies to see the coherent nature of knowledge.

Thus, it is vital to create conditions for cooperation among teachers of English and teachers of other curricular subjects, who should …

- Draw on similarities in and between individual subjects (in terms of subject content, pedagogical devices and learning processes) and make these links explicit in various ways.
- Develop meaningful co-operation and collaboration between staff leading to the dual benefits of curriculum and professional development.
- Contribute towards a broad range of teaching and learning opportunities located within individual subject teaching, across subjects and in relation to specific external curriculum themes or dimensions.
- Allow teachers the opportunity to evaluate and reflect on their teaching and to be imaginative and innovative in their curriculum planning.
- Facilitate a shared vision amongst teachers and managers through meaningful collaborations at all levels of curriculum design (Savage, 2011: 42).

Table 3. *Key issues of CLIL implementation (teacher co-operation)*

KEY ISSUES OF CLIL IMPLEMENTATION
1. Teacher **motivation** will increase through collaboration with other colleagues and cross-curricular opportunities.
2. Engaging in cross-curriculardialogue and curricular design contributes to better classroom practice through **sharing** approaches, activities, and good practice.
3. Careful **co-ordination,** diplomacy and the ability to work in a reassuring partnership is needed so that teachers do not feel threatened by the intrusion or presence of another

	teacher.
4.	Through CLIL implementation teachers are likely to have an increased opportunity for **professional development**. In some countries teachers may benefit from exchange programmes and financial increments.

CLIL application in a primary school context typically assumes that the subject teacher, with some linguistic competence in the second language, delivers his expert knowledge enriching it with elements of the additional language. The challenge here is to ensure that the students acquire the content knowledge and the linguistic goals are achieved. But this may not be the case. An English teacher may also be called upon to collaborate with a team of primary teachers.

CLIL models can be organized in different ways, which will determine the type of co-operation of teachers.

- Short-term exposure to CLIL (CLIL showers (Mehisto, Marsh, and Frigols, 2008)), in which some significant areas of a subject are explored and developed in a foreign language for around 30 minutes to one hour of exposure per day. For example, in Mathematics children can learn the numerals and in Physical Education basic commands.
- A short series of integrated lessons planned around a theme or topic, involving the subject area content from one or more national curriculum subjects will probably require **in tandem planning and teaching** of the primary teacher and the English teacher.
- Modular courses lasting half a term where aspects of individual subjects are taught through the language could follow a similar model, but could also be taught by the primary or specialist teacher, with CLIL training and good command of English.
- Short intensive courses where the timetable is blocked for one or more days to allow for deeper learning and practical experience of language use requires in tandem preparation, but would be probably taught by the English teacher.
- Longer-term sustained joint-curriculum delivery and partial immersion would probably require in tandem teaching or individual teaching.

NOTE: See the Glossary section for a clarification of ‚Primary Education' in the European school education area.

2.5 Parent involvement in CLIL

Some parents might have concerns regarding their children's school progress, achievement and overall learning in the subject content through English. You should respond to their needs and concerns by keeping them informed before and during the implementation of the CLIL programme.

How?

- Print out leaflets with information about CLIL in general and the CLIL programme you intend to implement.
- Invite them to assist to a demo CLIL lesson.
- Create a **parents' consent form** as well as a **questionnaire** where most of their concerns are covered.
- Allow time for discussion of CLIL during parents' meetings.
- Always keep an open communication channel with parents.
- Involve parents by inviting them to help in CLIL classes (e.g. school excursions, technology projects, etc.) or to reflect and review children's portfolios or even help children with homework projects.
- Involve parents in helping children with homework projects. Parents support at home is beneficial for students and can help improve parents' attitudes towards CLIL lessons.

When CLIL lessons occur **occasionally** in primary schools through project-based sessions, support of parents is scarce.

- In order to involve parent support, CLIL programmes have to be at least 2 years long (Navés & Muñoz, 2002).
- School administration should be involved in meeting parents' expectations regarding CLIL learning by cooperating and leadership of educational authorities, administrators and teachers.

2.6 Review check

How prepared are you to adopt a CLIL approach?

Use ***questionnaire 1*** *(*Morgado et al.,2015 adapted from Bertaux et al., 2010) to assess your preparation to use CLIL in terms of definition, adoption, adaptation and integration of CLIL into the curriculum within your local context.

Questionnaire 1.*How prepared are you to adopt a CLIL approach?*

(1 - very difficult; 6 - not difficult at all)

	a) I can explain the key elements of the CLIL approach.
	b) I can describe CLIL to involve administrators, other teachers, students and parents.
	c) I can help other teachers understand CLIL.
	d) I can help parents manage their expectations about CLIL.
	e) I can select the contents (language and areas) of a topic to be taught English.

3 Effective CLIL Methodologies

3.1 Principles of teaching young learners through CLIL

In primary context, CLIL learning aims should be holistic and constructivist. ***Table 4*** highlights how principles of teaching young learners can be activated in CLIL.

Table 4. *Principles of teaching young learners activated in CLIL*

1. Provide exposure and cultivate motivation*	Invite students to learn **how to do** things rather than just know about things.
2. Cultivate self-esteem and pride*	E.g. Students understand simple information from an authentic text/ video.
3. Engage learners in purposeful tasks*	Invite students to solve tasks in real-life contexts (e.g.*Find out what students' pets eat and where to buy the food*).
4. Use humour*	E.g. use mnemonics such as short poems or a special word to help students remember key concepts through associations (*My – for Mercury, Very – for Venus, Monkey – for Mars*, etc.).
5. Make the most of stories of all kinds*	E.g. *Students follow the story of Jack and the Beanstalk to understand the growth of a plant*.
6.Use technology*	Invite students to record their voice on a tablet saying the names of farm animals.
7. Give learners choice and encourage autonomy in learning*	E.g. *Teach students content specific working strategies, such as carrying out a survey and presenting the results of the survey in a chart. They may choose what the survey is about*.
8. Ask learners views and opinions*	Students are invited to communicate their own interests and individual needs (e.g. *identify their favourite animal heroes*).
9. Work with children as co-researchers*	E.g. Encourage students to look for information in texts, without being distracted by unknown words, in order to fill in a chart on a specific topic.
10. Challenge students' suppositions	In order to learn, students need to identify own knowledge and suppositions and confront them with new knowledge.
11. Assess student learning through processes of task completion	Student learning is assessed in the context of daily classroom activities, not as separate events.

*Suggestions of principles of teaching young learners based on Annamaria Pinter (2015)

3.2 Learning strategies that support CLIL

Approaches to CLIL provide opportunities and resources for children to learn about two or more subjects at once. They require that the necessary inter-disciplinary knowledge, understanding and skills are pre-learned so that learning can take place. There are a number of strategies that support CLIL learning in Primary Education, such as holistic, constructive and experiential learning. 21st century pedagogies also often enhance active, experimental, digital and cooperative learning, as well as learning through discovery and task-based learning. These learning strategies are all briefly described below with CLIL examples, when necessary.

Holistic learning refers to learning that integrates all subject areas and aims at supporting the child in his social, psychological, physical and cognitive development. This is done in the interest "of more vital and meaningful learning" (Carr, 2003: 126).

Constructive learning is often presented as a discovery and construction of mental schema by learners interacting with their environment on multiple levels.

E.g. play with the identity of mystery animals by presenting their characteristics, where they live, body parts, etc., and having children guess what they are.

Experiential learning is a tactile approach, which involves physical objects as resources. Its focus is on promoting authentic experience. The level of authenticity is increased if the experience can be shared with an expert.

E.g. if students are learning about diverse body structures of selected animals, they may explore those body structures in a stuffed or living animal.

Active learning involves learning through the process of use and discovery, doing things and finding out things for themselves using a range of media, solving problems, and planning own work and learning, rather than just listening or reading. It positions

learning not as a purely internal cognitive press, but as a result from meaningful interactions in contexts where knowledge and understanding are shared.

E.g. Investigate and separate school rubbish for recycling.

Experimental learning involves students in learning and acquiring knowledge through experimenting, forming hypotheses, checking them out and drawing conclusions instead of getting ready made solutions.

E.g. observing the metamorphosis of a frog, silkworm or butterfly in lab and registering their development phases.

Digital learning involves the confident and critical manipulation of multiple modalities in diverse media devices (ELINET, 2016).

E.g. Guided research on the internet on wild animals and their habitats with collecting pictures and posting them on a class blog.

Cooperative learning encourages pupils to work together (in pairs, small groups, whole class, with another class, whole school, with several schools). Teachers should monitor how children act and react in group settings, can talk effectively to one another, etc.

E.g. Students collaborate in making a book together on local fauna by colouring 3 animals each in the book. Students exchange their books with students in other classes or schools.

Discovery learning is a learning experience that allows children to develop their own understanding and knowledge of concepts and/or relationships rather than following a pre-set process or outcome.

E.g. Engaging children in collecting information about the place they live in by, for example, taking photos of the places they want to include in their project.

Task-based learning (TBL) is learning that develops around tasks that students have to complete. The language they will use is determined by what they need to do the task. TBL is generally organized in: pre-task, task, planning how to do the task and report by analysing and practising.

E.g. (*pre-task*) Check favourite TV program on a television menu.
(*task*) Compare your own free time with the time(s) for watching your favourite TV program (or alternatively to record it ad watch it later).
(*planning the task*) Record your free time; Record the TV program schedule; Decide if you can watch it or if you need to record it.
(*reporting*) I can watch the TV program at …because I have free time from… to…

Total physical response (TPR) is a language learning technique that combines learning of language with whole-body actions. It can be used for different sequences of routine actions, imaginary actions, simulated contexts, and actions in relation to specific content.

Traverso (2003) points out that some science-related topics, such as plants and animals life cycles, can be introduced through the TPR method. The frog life cycle is an example: *You are a small, small tadpole. Curl up, really small. Wiggle through the water. Wiggle, wiggle. Stop. You grow bigger and bigger and bigger. You are a beautiful frog! Jump out of the pond. SPLASH. Jump on the rock. Say hello to your friends: "CROAK!"*

3.3 Innovate your teaching by focusing on new issues

CLIL teaching obviously requires a lot of planning and involvement of all teachers. Close cooperation between content and language teachers is essential for an effective CLIL program

in a primary school environment. Below (**tables 5 and 6**) you will find advice on how best to prepare for CLIL teaching.

Table 5.*Advice for language teachers doing CLIL*

ADVICE FOR CLIL - ENGLISH TEACHERS
Research shows that children like CLIL lessons to un-focus from language. English teachers should consider the following typical questions for effective CLIL teaching, which focus on **content, communication, cognition and culture**: • Which topics could I approach through CLIL for a particular subject area (e.g. Geography)? • What language do my students need to know? • What specialized vocabulary and expressions do students need to learn? Which do they already know and can be recycled? • What language do we need to carry out classroom activities and complete tasks? • Which activities do I need to stimulate cognitive skills? • What are the cultural aspects of the CLIL lesson?
Try to work with content that is predominantly new, so students are more interested; adjust the content linguistically, select when necessary and if it is permitted by the curriculum.
Avoid explicit form-focused instruction (de Graaf et al., 2007: 20). Facilitate this type of learning through: • Giving examples. • Using confirmation checks. • Using clarification requests. • Giving feedback.
Facilitate meaning focused learning (de Graaf et al., 2007: 20) by … • Stimulating learners to request new vocabulary items. • Checking students' meanings. • Using explicit and implicit corrective feedback. • Proposing relevant speaking and writing assignments (de Graaf et al., 2007: 20).

Subject specialist teachers of upper primary and primary teachers may not have a very good command of the English and may also lack specific language teaching techniques associated to communicative language teaching that will be necessary for t he CLIL approach. In *table 6* there is advice specifically addressed to these teachers.

Table 6.*Advice for subject specialist teachers or primary teachers doing CLIL*

USEFUL TIPS FOR CLIL –SUBJECT SPECIALIST TEACHERS AND PRIMARY TEACHERS:
Think about the **language you generally use in class** and explore how it is said in English. • How do you present ideas?

• How do you encourage students to collaborate, write or talk? • How do you give examples? • How do you encourage reactions in students? • What will facilitate the students' use of language? • How can the students be helped to use the language effectively?
Identify the **target language in English** for the students to learn and the opportunities for interaction. • What will help students use the target language?
If you want to avoid communication breakdowns during the CLIL lessons, teach students key language and communication strategies they can fall back on when they are having problems. Encourage your students to remember and use in class structures such as: *Me, What page?, What did you say?, I don't know, We don't understand this/that, We've finished, We haven't finished, Shall I help him/her?, Excuse me, I don't understand, How do we say ... in English?, How do we spell...?* They can also be taught how to use word coinage and miming, as well as paraphrasing or describing what they want to say.
Identify the types of questions you generally ask and your expectations (language + content) of how the students will be able to answer them. **Procedural questions**(support classroom management and routines) • "Are there any problems?" • "Any problems?" **Display questions**(test student knowledge and understanding) • Where do lions live? • What happens to the butterfly larva? **Referential questions**(stimulate authentic language production in response to a genuine question) • What's your favourite animal? • What do you know about wild animals?
Do not teach "things", but to understand, to retain, and to use. The methodology should be **thinking-centred**, inviting students to **participate** and **to dialogue**. • (Ask yourself) What will help students gain understanding of content through its manipulation and use?
Consider that student content attainment is as important as linguistic development. • Encourage students' reactions. • Encourage learners to make oral presentations. • Encourage students to complete feasible tasks. • Encourage peer learning and peer feedback. •
Use language appropriate to students' proficiency level in the foreign language: • don't simplify the language too much.

• Slow down the rate of speech. • Increase pauses between sentences. • Repeat and paraphrase frequently.
It is important that you always use the foreign language for classroom management purposes in order to maximise the exposure and establish a bilingual culture during the CLIL lessons. This can also lead to real communication: e.g. when a student comes late or forgets something he/she will explain things in English, in a natural way.
Build redundancy into the CLIL lessons: • use repetition, paraphrasing and synonyms already known by your students for better comprehension.
Model correct language use: • paraphrase. • Rephrase, restate or expand a student's response correctly. • Use correct pronunciation to model correct foreign language use.
Animate language use: • accompany your speech with miming, gestures and facial expressions, thus offering supportive contextual information. • Link abstract concepts with concrete ones.
Scaffold through careful mother tongue use: • use the foreign language during the whole lesson, but sometimes allow use of the mother tongue too, especially at the initial stages of CLIL implementation. E.g. when teacher and students reflect on the outcomes of experiments or try to generalise learning results (e.g. translate a key word).

3.4 Review check

How prepared are you to adopt a CLIL approach?

Use ***questionnaire 2*** *(*Morgado & Arau Ribeiro, 2015 adapted from Bertaux et al., 2010) to assess your preparation to use CLIL in terms of definition, adoption, adaptation and integration of CLIL into the curriculum within your local context.

Questionnaire 2*. How prepared are you to adopt a CLIL approach?*

(1 - very difficult; 6 - not difficult at all)

	a) I can select the contents of my subject/ of a topic to be taught in English.
	b) I can design original learning activities in English.
	c)I can create my own materials (worksheets, presentations) in English to be used in class.
	d) I can find appropriate vocabulary when preparing lessons in English.
	e) I can give appropriate examples, clear questions & answers, and stimulate student participation and active learning in English to the language level of students

4 Some principles and language for CLIL lesson planning

4.1 Integrating CLIL in school syllabi

Since young children in many educational systems in Europe follow an integrated teaching curriculum in the first years of formal instruction where learning is organized in topical units with elements of various subjects intertwining, there seems to be no reason why foreign language teaching should be excluded from this integration. Language is the natural medium of expression in teaching all other subjects. If students use their mother tongue in the classroom they could also be encouraged to use elements of an additional language (English) to perform the same tasks involving non-linguistic subject knowledge.

Integrating CLIL in the school curricula means planning lessons according to the principles explained in previous chapters.

4.2 Principles for planning lessons

Teachers need to structure each lesson plan in detail in order to know exactly:

- What students already know about the selected topic.
- What students are expected to learn (content and language).
- What are the learning objectives (also called: 'success criteria').
- Which activities to involve students in (procedures, tasks, etc.).
- What materials & resources are necessary (realia and visual materials, such as flashcards, posters, etc.) and how to introduce authentic materials (such as videos, texts, songs, etc.).
- What kind of assessment is relevant (observation, self -evaluation sheet, etc.). ***Table 7*** highlights key issues for lesson planning.

Table 7. *Key issues for lesson planning*

KEY ISSUES	
The 4 Cs	Each lesson plan should contain **at least one other element of the 4Cs of CLIL besides Content**: Communication, Culture or Cognition.
Prior Knowledge	Students should be invited to make sense of their **prior knowledge** and experiences and in connection with new knowledge.

Visual, illustrative and authentic materials	With young children illustrative materials are really important. Sometimes using authentic materials means that they contain unknown vocabulary or lexical items, which students may not understand. The teacher has the important role of helping children overcome their fear of unknown words or structures by concentrating on what the children can understand and help them when they need.
Support and challenge	It is also important to think of extra options for fast finishers, stronger groups or older students, something more challenging.
Tasks and information gap	CLIL lessons have to involve students in **real communication** and task-based learning (TBL) serves this aim well. **Planning tasks** means choosing some activities with information gap. This means that some students have some information which the others do not. In order to perform/complete their task they need to ask colleagues about the missing information. In fact, they have to really communicate if they want to E.g. Picture difference. Students 1 and 2 use own photos and describe features in order to find 5 differences (hair colour, eye colour, shape of face, hair type and length, skin colour, glasses/no glasses, etc.) accomplish their task.

When planning CLIL lessons, teachers should:

- Focus more on **fluency** than accuracy: the focus is firmly on communication and accuracy comes with time.
- Understand the role of teacher **as informant, consultant and collaborator** for student-centred learning.
- Give examples of how the same unit may contain elements for different learning styles of students.
- Make effective use of student feedback by designing strategies that receive student input.
- Understand that students need to learn vocabulary before they can actually use it; and that students can be encouraged to infer meaning because language is learnt in context.
- Increase visualization because it supports students' understanding and motivation.
- Understand that techniques that promote learners' autonomy are useful in CLIL lessons and equip them with learning strategies and at the same time meet different learning styles and preferences.

4.3 Examples of techniques for explaining tasks

- **Use clear instructions for assignments and activities**: you can do this better if you establish routines during the CLIL lesson and use the same place to display materials needed for explaining and predicting the tasks.
- **Provide model of a process, task, assignment**: demonstrate the task yourself before having your students do it, give them a concrete model accompanied by verbal instructions.
- **Check the understanding of task instructions**: you can do this by asking a student to re-explain the instructions to the rest of the class or by asking a pair or group to carry out a model task for the rest of the class.

4.4 Examples of techniques for explaining concepts and content

- **Use visualisation techniques**: graphs, hand-on-manipulatives, body language, gestures or computer simulation programmes can help students better understand the concepts in a CLIL lesson.
- **Use an active discovery technique**: instead of giving lengthy explanations in the foreign language about the new concepts, try involving your students in hand-on-manipulative activities which can include listening, speaking, reading, writing, watching, cutting, gluing, experimenting, selecting, drawing, etc.
- **Allow students to discuss or work on content concepts in mother tongue** at the beginning stages of CLIL implementation when they carry out a task, for example, and they are required to interact or negotiate with their peers.
- **Review the key vocabulary and key content concepts** during the CLIL lesson: you can either display them, use brief quizzes in the form of games or use songs and chants which involve the concept to provide quick and engaging ways of reminding the students of the key concepts and words.
- **Regularly check understanding and give feedback**: observe the students' responses systematically and use spot-check activities during the CLIL lesson.

4.5 Examples of compensation strategies

CLIL exposes learners to situations calling for genuine communication. Therefore, fluency is more important than accuracy. The nature of CLIL lessons means that the students will produce (and be exposed to) a vast array of language; the focus is firmly on communication and accuracy comes with time.

Show students how to overcome problems in **language comprehension** by, for example:

- **Skimming and scanning** texts for relevant information;
- **Increasing visualisation of content through maps or graphs**. Visualisations can either complement or support the understanding of written as well as spoken text, or replace written instructions. Ifworksheets are mainly self-explanatory or only need little furtherexplanations by the teacher in the target language, pupils can more easily work independently.
- **Technology** can be a great resource. It can enhance and expand teacher support networks and it can be a resource for teaching materials or linguistic and pedagogical support.
- **Adapt learning** to students' learning styles and preferences.

Imagine that you have different types of students in your class: those who prefer a visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way of learning. Here are some activities and strategies you can use for each type of learners:

- Visual - Use many visuals in the classroom. For example, wall displays, posters, realia, flash cards, graphic organizers, etc.
- Auditory - Use audio CDs and videos, storytelling, songs, jazz chants, memorization and drills, allow learners to work in pairs and small groups regularly.
- Kinesthetic - Use physical activities, competitions, board games, role plays etc., intersperse activities which require students to sit quietly with activities that allow them to move around and be active.
- Tactile - Use board and card games, demonstrations, projects, and role plays, etc., Use while-listening and reading activities. For example, ask students to fill in a table while listening to a talk, or to label a diagram while reading.

Show students how to overcome problems in language production by, for example:

- **Creating a supportive and stress-free atmosphere** when you start teaching a topic in a foreign language. You can start by gradually introducing the foreign language and allow students to use their mother tongue whenever they feel insecure. They will gradually build their confidence in using the second language when they are ready to do that.

A helpful tool in this respect is to create a bilingual classroom with interactive posters containing: all time expressions (calendar: date, day of the week, months, seasons, time of day, year); cardinal and ordinal numbers; the most common adjectives (e.g. emoticons); names of school subjects; a set of classroom rules; vocabulary connected to food and drink, common animals, the weather, etc

- Providing learners with **key terms and structures on the CLIL topic** and not forgetting to recycle regularly, especially at the beginning.
- **Making time for transition stages**, at the beginning, when students can play games, and then introduce Total Physical Response activities, drawing, listening, miming, etc. – these activities can help students feel comfortable and produce language naturally.
- **Looking at grammar as a carrier of meaning**: use grammatical awareness raising activities. E.g. Group actions for the five senses (see, hear, taste, smell, touch) rather than teaching verbs; ask students in year one:"have you done your homework?" without explaining the use of present perfect; or introduce 'I wish I were a (cat)' as a functional phrase in year 3 without going into detail about the grammar structure.
- Use **task-based learning (TBL).**E.g. reading train timetables and deciding which train one should take to get to a certain destination on a given day.

4.6 Standard classroom language

Establishing classroom routines at the beginning, during and at the end of CLIL lessons helps students feel safe as they know exactly what to expect during a CLIL lesson. Routines can be used at the beginning, during or at the end of each CLIL lesson:

Begin the lesson with a song, with questions helping students to predict its topic, with a class mascot welcoming students or describing the weather, play a quiz at the end of the lesson to check learning outcomes, invite students to retell a story.

When giving instructions about usual classroom routines, you can use gestures and mimic to make yourself understood in English, from the very beginning.Another way to avoid using the mother tongue when giving instructions is to write them on small post-it and stick them on the blackboard so that children can see them easily.

A set of standard classroom language (***table 8***) that has been repeated over and over again will be very useful during an English course.

Table 8. *Standard classroom language*

When starting the lesson	*Good morning!, Hello everyone!, Who is absent today? Let's start!*
During the lesson	*Get out your books., Open your books at page…, Turn to page…., Look at exercise … on page …., Look at line/picture…., Let's say it together., All together!, This row/group…., Say it again, please!, The whole sentence, please., Your turn., Louder please., In English, please., What's…/.in English?, In English, please. Come here., Go back to your place., Stand up., Sit down., Hands up/down, Hurry up., Close the door, please., Open the window, please., Come in., Get out, Just a minute.*
When you praise the children	*Good, Fine, That's (much) better, Well done, Great, Excellent, Very good, That's very nice, It's all right – don't worry, Try again*
During reading, writing and speaking activities	*Can you read this?, Who can read this sentence?, Go on, Say it after me, Read John's part, Mary, Write/Copy that in your notebooks, Who wants to write that on the board?, How do you spell this?*
When playing games	*Who's your partner? Has everyone got a partner? Sit back-to-back, Don't show your partner, Change partners/places with …., Are you ready?, Whose turn is it?, Take it in turns, You're next, Start now, Guess, It's time to stop. Have you finished?, Who has finished?*
When you try to keep order	*Quiet, please!, Stop talking/playing, Don't do that please., Stop that, Don't be silly, Give that to me, please.*
When ending the lesson	*That's all for now/today, Let's stop now, OK. You can go now, Put your books away, See you on Monday, Have a nice weekend!*

After using these phrases frequently, you will discover that children's comprehension of English will develop rapidly. At the same time, they will become more confident in their own ability to understand. You will soon reach your target of a classroom in which both teacher and children use English nearly all the time.

4.7 Review check

How prepared are you to adopt a CLIL approach?

Use **questionnaire3** to assess your preparation to use CLIL in terms of definition, adoption, adaptation and integration of CLIL into the curriculum within your local context.

Questionnaire 3.*How prepared are you to adopt a CLIL approach?*

(1 - very difficult; 6 - not difficult at all)

	a) I can select the contents of my subject/ of a topic to be taught in English.
	b) I can design original learning activities in English.
	c)I can create my own materials (worksheets, presentations) in English to be used in class.
	d) I can find appropriate vocabulary when preparing lessons in English.
	e) I can plan the appropriate words to use in class.

5 Planning CLIL lessons

5.1 Planning in an integrated way

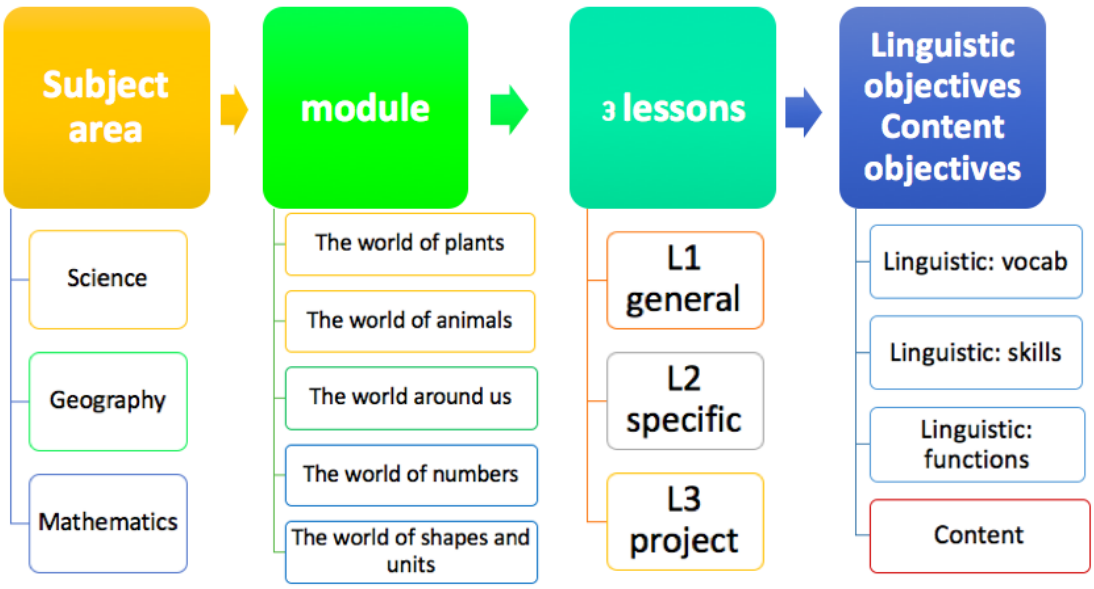
After deciding which subject topic (e.g. of Science) to teach in English (e.g. Different parts of plants/ what plants need to grow) the science teacher, or the CLIL team composed of science and English teachers, decide on an integrated approach to the topic, which brings together:

- specialist interdisciplinary knowledge and interdependencies between subject areas e.g. taxonomy of plant parts **and** proficiency descriptors in English for the particular language level of the students, which is predominantly A1 and A2 in primary.
- The learning interests of children.
- Children's suppositions to confront with new knowledge.
- Children's individual needs.

Pedagogical activity that includes a diversity of the methods described in chapter 2.

Figure 1gives an example of how a module, consisting of 3 lessons could be developed for 3 different subject areas at the stage of curricular design:

Figure 1*.C4C- Clil for Children content map for CLIL lessons*



In this model,

- lessons for each module grow from more general, to more specific and to project work developed by children. Lesson 3 in each module, for example, contains a productive element in the form of a presentation/performance/project, etc.
- linguistic objectives and content objectives are planned together, although presented as the vocabulary needed for each lesson, the linguistic and learning skills to be acquired by children, the linguistic functions they will learn, practice and are expected to master and recycle, as well as specific content related to Science, Geography or Mathematics.

5.2 Steps of a CLIL lesson

A CLIL lesson generally has the following steps performed in English:

1. Welcome routine. Teacher and pupils greet each other (*good morning/good afternoon, how are you?)*.
2. Tuning into English. E.g. a chant; Date/weather (pupils say what day/month it is. Write the date on the board. Pupils say what the weather is like. Pupils fill in a weather chart…).
3. Introduction to lesson aim: pupils are told what they are going to learn and do (*Today we are going to…*).
4. Children come to the front. E.g. carpet time(pupils sit in a semi-circle on the floor, in front of the board):
    a. Revision
    b. Presentation of new content
    c. Oral work
5. Pupils do either individual work/pair work or group work (written work/game/oral work/experiment …) Teacher explains step by step what children have to do and models. Teacher checks if every student understands what they have to do.
6. Pupils do their work. Teacher walks around the class to check how the children are doing. Teacher helps out.

7. Evaluation. Teacher checks:
    a. If pupils enjoyed the lesson by using smiles/thumb;
    b. If pupils achieved the learning objectives by asking some questions.
8. Pupils tidy up and do the Goodbye routine. E.g. chant.

The template in ***table 9*** may help you integrate all elements described in previous chapters into your lesson planning. Use the template in *table 9* for your lessons or adapt it to suit your practice and needs. Concrete examples can be consulted in **Appendix 1**.

The example given is from a unit on 'The world of animals' and it comprises learner variation (* marked for faster learners).

Table 9. Lesson plan template with concrete examples

Lesson "X" (E.g. from the unit: The world of animals)

Linguistic objectives:

Vocabulary and structures: E.g.*Students know the names of domestic, wild animals and pets; students know verbs **and expressions(or structures**) to describe different abilities (e.g. swim, jump, run, etc.), where animals live, what they eat, and their characteristics.*

Specific vocabulary or Key language (what the children need to recognise/produce):E.g.jungle, farm, house*; tiger, crocodile, monkey, lion, parrot, pig, duck, cow, hen, horse, fish, cat, hamster, dog, bird; swim, jump, run, walk, climb, fly, live*

Specific structures or Language functions: E.g.*What can you see in this picture? I can see. A jungle/ farm...What animal is this? It's a tiger/ rabbit....Where does it live? What can a tiger do? It can...Can a tiger fly? Etc...*

(Cognitive) Skills:E.g.*Students understand simple information from authentic video*; *Students answer and ask questions about animals (habitat, food, actions); Student describe animals (oral form), (written form *); Students read and comprehend animal facts**
(is for fast learners).*

Content objective(s): E.g.*Students understand the diversity of animal kingdom.*

Activity descriptions:

Introduction: [visuals/realia + time]: E.g. *The teacher shows students a big picture of a jungle (e.g.*http://www.mariposajunglelodge.com/images/bg-page.jpg), a farm, *etc. and asks: (what animals can live there). "What animals can live in a jungle/ on a farm/ in a house?"The teacher holds up a picture of a tiger (e.g.* http://science-all.com/image.php?pic=/images/tiger/tiger-06.jpg*)and elicits the name: What animal is this? It's a... The teacher asks: (where the tiger lives) Where does a tiger live? and places the picture on the image of the jungle. The teacher does the same with a cow and a cat ((e.g.* https://www.tes.com/lessons/P4OuQfle3soq7Q/cows*).*

- **Lead-in (20min)**: [vocabulary/story flashcards; story + time]: E.g. *The teacher shows cards and elicits names of other animals: What's this? What animal is this?It's an/a... elephant, monkey, crocodile, parrot, snake, pig, horse, sheep, hen, duck, dog, hamster, rabbit, turtle, gold fish. The teacher sticks the pictures of the environments on the board. Then asksStudents in turns: "come to the board, draw (flashcards) a flashcard. Now (and) decide together with the class where (each animal) this animal lives. Does it live in the jungle/ on the farm./ in a house? Put the lion near the forest"– if (they) someanimals can live in more than one place, they are placed on the board on the border of the environment.*

Activity 1: [story/video/song + time]

Activity 2: [TPR/mini-drama/group, pairwork/miming/arts and crafts/pen and paper activity/worksheet + time]. E.g. *Students stick the images on cards and keep them secret. One students from each group comes with one of their pictures to the board (but does not show the picture to the class). The rest of the students ask questions and try to guess what animal this is – they get points for their groups.When asking students for oral productions, the teacher should also provide examples of possible questions or should elicit them (i.e. What does it eat? Where does it live? Can it run? Has it got stripes?...)*

Activity 3: [mini production/presentation/description + time]: E.g. *Students work in three groups. Each group is given a big piece of paper labelled Farm Animals, Wild Animals and Pets. They collect pictures from their category and stick them on their cards. They put the posters on the wall and present them saying what each of their animals eats and can do. Also in this case, before oral production the teacher should provide a model.*
Each activity accompanied with an additional ***fast finisher task**. E.g. **Specific quiz.* *In order to do the quiz, the students should know specific vocabulary: animal body (ears, eyes, pupils, whiskers, tail. fur, feathers, stripes, horns, etc.); adjectives (fluffy, twitchy, clever, dirty...); baby animals. (Puppies, kittens…). Teachers should work on these key words before or while or after watching the video and suggest, for example, that students create a poster or picture dictionary.*

*Students write description of the animals....the teacher should provide a model first. For example: *This animal lives in the jungle. It eats meat. It can run very fast. It has got stripes.*
*Students work in two teams... the teacher should provide examples of questions: *What does this animal eat? Where does it live? Can it run/jump/ swim...Has it got stripes/ horns....?*

It is important to organize lessons into units as explained above. Look at the example in ***figure 2*** of a **Unit on Plants (**in **Appendix 1** you will find the corresponding detailed lesson plans**).** Consider how the topic evolves and builds on previous knowledge from the first to the second and to the third lesson; consider also how learning objectives are recycled from one lesson to the other. The same principle applies to 'success criteria' or learning objectives (*Figure 2*)

Figure 2. *Example of a CLIL unit*

Subject	**Science**		
Time	90’	90'	90'
Topic	**Talking about plants:** Different parts of a plant	**Talking about plants:** Different parts of a plant Things plants need to grow	**Talking about plants - germination:** Project work – Growing a green bean
Learning objectives:	To recognise different parts of a plant; To identify different parts of a plant; To recognise written form of key language; To build short sentences; To follow instructions.	To recognise and identify different parts of a plant; To identify the things a plant needs to grow; To recognise written form of key language; To build short sentences; To follow instructions.	To recognise and identify different parts of a plant; To grow plants from seeds; To investigate the growth process of a plant; To understand how to record an experiment; To recognize written form of key language; To build short sentences; To follow instructions.
Success criteria / Learning outcomes. Students will be able to:	To recognise and identify the different parts of a plant. To recognise written form of key language. To build short sentences. To follow instructions.	To recognise and identify the different parts of a plant. To identify the things a plant needs to grow; To recognise written form of key language. To build short sentences; To follow instructions.	To recognise and identify the different parts of a plant; To grow plants from seeds; To describe the growth process of a plant; To be able to record an experiment; To recognize written form of key language. To build short sentences; To follow instructions.
Cognitive skills:	*Classifying, identifying and sorting, reasoning, applying knowledge*	*Classifying, identifying and sorting, reasoning, applying knowledge*	*Classifying, identifying and sorting, reasoning, applying knowledge, justifying*
Language Function:	*Talking about plants*		
Key language (What children need to recognise/produce):	**Vocabulary:**		
	roots, stem, leaf/leaves, flower big, small, green, long, beatiful, yellow, red (colours)	roots, stem, leaf/leaves, flower seed, water, soil, sunlight, oxygen	roots, stem, leaf/leaves, flower seed, water, soil, sunlight, oxygen bottle, yoghurt cup
	Action words:		
	Verb - have got	grow, need	grow, need, put, make, cover, pour
	Language structure:		
	A plant has got … It has got … A plant has got big/small/green leaves. A plant has got a long green stem. A plant has got a beautiful flower.	A plant has got … It has got … A plant needs soil, water, oxygen and sunlight to grow.	A plant has got … A plant needs soil, water, oxygen and sunlight to grow. Fill the yoghurt cup with soil. Make a hole in the soil. Put the seed in the hole. Cover the seed with the soil. Pour some water. Put your yoghurt cup on the window sill.
Material:	Board, plant (realia), labels, pictures of the different parts of a plant, board, paper, crayons, pencil, bell	video (https://www.youtube.com/watch?v=8N6IiX7JAL4), song (https://www.youtube.com/watch?v=kkqETB7Xc5g), pictures (sunlight, water, oxygen, soil), labels (sunlight, water, oxygen, soil), box, seed	seeds, soil, water, yoghurt cups, bottles, green bean; graphic organizer - (Experiment Poster)
Assess-ment tool:	Smiles for liking the activity for younger learners; or a 5-point scale for older learners. Teacher asks questions about: (a) the content taught; (b) how much the student learned; c) how much the student understood of the lesson; d) what does the student still need to learn?		

5.3 Review check: reflection about planning

After planning the lessons (or unit) and piloting the lessons with students, teachers should ask themselves these reflexive questions about their planning and write their answers in a teaching log:

1- Did my planning meet CLIL methodology?
2- Did it consider at least 2 of the 4 Cs?
3- Did my plan include visual materials? And authentic materials?
4- Did I plan challenging tasks for different learning styles?
5- Did I state time for each activity?
6- Did I plan check questions or activities?
7- How could I improve my lesson plan next time?

6 Scaffolding resources & materials for CLIL

6.1 Using and adapting Open Educational Resources (OER)

CLIL teachers often complain about the lack of adequate materials. However, there are several resources that teachers may adapt and use in their own contexts, which are available online: this is the case of Open Educational Resources (OER).

Open Educational Resources (OER) refer to educational materials and teaching in digital format that have the characteristic of being open in a double sense: free material available on the net; and materials that can be adapted to the needs of learners and the needs of the context. OERs include: PowerPoint presentations for the introduction of subject-concepts, tutorials, peer group discussions, practical work, lesson plans used by other CLIL teachers, visual aids, posters, mind maps, diagrams, charts, videos, pictures, puzzles, quizzes, games, songs, worksheets for students, etc. See the *C4C Guide to OERs.*

Before looking for resources and materials, the teacher has to define the topic to explore and which skills are going to be developed. Subsequently, activities have to be chosen. Thus, the choice of materials depends on the activities to be implemented. For example, if the subject area is Science and the topic is 'the world of plants', and the skill to be developed is 'to participate in collaborative work 'and the activity is 'to write a recipe from plants', the teacher may choose the following resource: *Cooperative Collection of Old Recipes from Plants*[1].

The materials should meet a number of criteria (adapted from "Assessment in CLIL Learning", a chapter by Ute Massler in *Guidelines for CLIL Implementation in Primary and Pre-Primary Education),* which are listed below in the form of questions:

- Is the OER material relevant for primary school students?
- Can it be easily integrated within the school curriculum (Mathematics, Geography, and Science)?
- Can it be easily adapted to the needs of primary school students in a given setting?
- What is the material's cognitive load?
- Are the materials visually attractive?

1 http://new-twinspace.etwinning.net/c/portal/layout?p_l_id=31873054

- Are the materials engaging and motivating?
- Are the materials easily accessible both for teachers and learners?

It is sometimes difficult to assess the appropriateness of an OER, so teachers may also use the checklist on knowledge, interests, topics and language (***table 10***) to guide their choice:

Table 10. *Checklist for assessing OERs*

Checklist for assessing OERs	
1.	Do materials build on the knowledge and skills of students?
2.	Do materials build on the interests of students?
3.	Is the material's topic/language information children-friendly?
4.	Is it topic/language information cut down into manageable chunks?
5.	Do the materials and approaches include different learning styles of students?
6.	Are the materials and resources challenging for students, but not daunting?

6.2 Finding suitable materials for rich learning environments

CLIL should be rich learning environments for children, which challenge them while supporting their active, engaged involvement in learning through meaningful tasks and materials specially designed or adapted.

Diversifying learning strategies (verbal and non-verbal), activities (watching a video about the parts of a plant, playing a game about how plants grow, watching a presentation about the parts of a flower and the plant cycle, learning a song about the necessities of a plant to grow[2]) and materials (videos, games, PPT and songs) is very important in primary education. So are also:

- **Repetition**: of keywords (The Needs of a Plant[3]) or of a song (The Plant Song[4]).

2 http://reaaicleintef.blogspot.pt/2014/06/didactic-unit-plants-elena-borrego.html

3 https://www.youtube.com/watch?v=dUBIQ1fTRzI

4 https://www.youtube.com/watch?v=N-l-gsWOKzk

- **Rephrasing and restating**: for example, the teacher shows a video (From a Seed to a Flower[5]), pauses, and asks questions and children answer. The purpose is to understand the topic and to rephrase or to restate it when children don't achieve to build a sentence to answer.
- **Gestures and body language**: miming, representing, simulating, and imitating an animal or a situation seen in a picture or in a video. For example, children watch a video about Farm Animals[6] and afterwards some of them will imitate some of the animals seen in the video and the rest of the class has to guess what animal it is.
- **TPR (Total Physical Response)**: singing a song while using all the body parts (Plant Songs and Finger plays or Mister Carrot[7]).
- **Demonstration**: the teacher demonstrates how to play a game (Helping Plants Grow Well[8]), so that children can understand what they need to do.
- **Visualization**: the teacher uses, for example, a poster to show content and language (Parts of the Plants and their Uses[9]).
- **Project work:** children build a poster about, for example, 'What Do Different Plant Parts Do?' after analysing a web resource recommended by the teacher[10].
- **Searching on the Internet for information:** for example, in order to get a portfolio or a file about a topic, one group searches four songs about farm animals, another group searches for short videos, another group searches for four images, while yet another group searches for different games on the same topic.
- **Anticipating opportunities for spontaneous teacher-student talk**: children are asked to talk about their previous knowledge about the topic; for instance, the teacher may ask if they have pets at home, which animal it is, who is taking care of it and how.

5https://www.youtube.com/watch?v=dJjNh2pMSB8

[6]https://www.youtube.com/watch?v=EwIOkOibTgM
[7]http://www.angelfire.com/la/kinderthemes/pfingerplays.html

[8]http://www.bbc.co.uk/schools/scienceclips/ages/7_8/plants_grow.shtml

[9]https://www.yaaka.cc/unit/parts-of-the-plants-and-their-uses/#sthash.pQanfLI9.dpbs

[10]http://www.mbgnet.net/bioplants/parts.html

Some of the children already have a background knowledge about this topic and they may share their knowledge with the rest of the class.

- **Bridging, contextualizing, schema building, re-presenting text (written or oral)**: the teacher shows a concept-map with key-words before children read a text or watch a video. The opposite situation is also very productive: children make a concept-map after reading a text or seeing a video.

6.3 Using multimodality and multimedia

Using multimodality and multimedia is part of rich learning environments, as it involves the use of multiple ways of teaching and learning, which entails offering multi-modal input in the classroom (video clips, maps, diagrams, web quests, podcasts, info graphics, worksheets, etc.).

In order to increase the development of students' media literacy, materials using sound, video and animation should be chosen.

This kind of resources and materials requires a computerized classroom and Internet access. This may be a problem for some school's contexts. However, the teacher may first teach content and language in class and afterwards ask children to use this kind of materials as homework, for example, to recycle content knowledge and vocabulary or to increase children's motivation. Another possibility is to use the desktop computer and an overhead projector.

If you don't have this kind of problem, you may engage web 2.0 technologies to support CLIL. ICT applications convey information in a virtual 'hands on' format which suits kinesthetic learners. Rich visual support (PowerPoint presentations, images, videos, maps, diagrams, tables, etc.) coupled with interactivity (web search and Web quests, for example) enable students to learn through active participation. In ***table 11*** you find several suggestions on how to use the tablet or PC with children in CLIL classes.

Table 11*. Using the tablet and the PC in CLIL lessons*

Use the tablet or the PC to invite children:
To do research online: look for a song, a video, a poster, a game, etc.
To look for images or sounds to illustrate animals, plants, shapes, rivers, mountains, etc.
To draw a table, a graph, a map, etc.

To play a game
To listen to a song or a chant
To do a PowerPoint presentation
To write a text
To do collaborative work

Since quality is important, here are some questions you may ask yourself in relation to multimodality and multimedia:

- Are the resources and materials used for this lesson offering multi-modal input to children?
- Do the resources or the materials of this lesson contribute to increase the students' media literacy?
- Do the students know how to use these resources? If not, do I have time to teach how to use them?

6.4 Scaffolding language, content, and learning

Sometimes, the teacher doesn't find any CLIL material that fits into his or her specific class context and new material needs to be created. Before creating new material, the teacher has to decide the kind of material he or she needs; if it is for listening, reading, speaking or writing. The new material must also combine at least 2 of the following integrated CLIL principles: content, communication, cognition and culture.

Examples of materials aimed at language and content comprehension or at language and content expression are shown as examples in ***table 12***.

Table 12. *Examples of materials aimed at language and content comprehension or at language and content expression*

Listening: a song (The Plant Song[11])	Purpose: to listen to a song to take notes
Reading: a text (What Do Plants Need to Grow?[12])	Purpose: to read a text in order to answer written questions

[11] https://www.youtube.com/watch?v=N-l-gsWOKzk

Speaking: brainstorming or group discussion and writing together what they all know about plants; to sing a song	Purpose: to speak about the topic, to choose key information and to write together; to repeat the words of the song
Writing: a gap text	Purpose: watching a video (From a Seed to a Flower[13]) in order to fill in a gap text or to insert closed captions for a picture

To illustrate a good and diversified set of materials, read unit plan of García "Didactic Unit Plants"[14], which presents well-structured activities with high student interaction.

Sometimes the teacher finds some authentic material that is not entirely suitable for the classroom because of language level, cognitive load or learning approach. This requires a kind of adaptation that is called scaffolding. So, how do you adapt teaching material to engage students in learning content in English through a CLIL approach?

Scaffolding consists in using temporary strategies to facilitate student understanding and comprehension of verbal language and content (You can see examples in ***table 13***).

Table 13. *Examples of scaffolding*

Type of scaffolding	Suggestions for teachers	Example
Verbal scaffolding	Provide key vocabulary and phrases	Instead of providing the students with lists of words, use word strips and pictures to activate and collect students' pre-knowledge on the topic and display them on the blackboard/walls during the whole CLIL lesson
	Offer verbal-scaffolding to students	Bridge and prompt between what the students can say and what they want to say, encourage them to use their own resources
	Offer alternative ways of expressing (mis) understanding	Students may be allowed to mime responses, demonstrate their understanding by using symbolic representations found in the charts or pictures
Content scaffolding	Select and adapt content knowledge to students' developmental and cognitive level	Use exploration and discovery or problem-solving techniques when you work with content already taught Try to work with content that is predominantly new, so students are more interested;

[12] https://www.studyladder.com/games/activity/what-do-plants-need-to-grow-explanation-3172

[13] https://www.youtube.com/watch?v=dJjNh2pMSB8

[14] http://reaaicleintef.blogspot.pt/2014/06/didactic-unit-plants-elena-borrego.html

		Adjust the content linguistically, select when necessary and if it is permitted by the curriculum
	Refer to previous knowledge and experiences/learning, link to students' interests and lives	Link the known with the unknown and thus provide a scheme of reference for new material (Snow,1990:161) to increase students' comprehension
	Define, display and review content and language objectives with students	Use the KWL chart (Olgle, 1986), for example, and ask students to complete it, at the beginning (K - what I know; W – what I want to know), and at the end of the lesson (L – what I learned)
Learning process scaffolding	Use scanning (reading to get the main idea) and skimming (reading to find specific information) techniques	Encourage students to focus on the information they are looking for, without being distracted by unknown words, in order to fill in a chart on a specific topic;
	Teach students content specific working strategies	Invite students to carry out a survey and presenting the results of the survey in a chart
	Use advance or graphic organizers	Timelines, flow charts, semantic maps, etc. are useful to provide students with structures in which they can write down/or stick post-it with the information they interpret from a picture
	Use mnemonics	Short poems, tongue twisters or a special word help students remember key concepts through associations (*My – for Mercury, Very – for Venus, Monkey – for Mars, etc.*) Students may be encouraged to make up their own mnemonics which can be fun and entertaining

There are several strategies teachers can learn to use to scaffold language, for example, as seen in ***table 14***; for scaffolding content (***table 15***); and for scaffolding learning (***table 16***).

Table 14. *Examples of scaffolding language*

Strategies for scaffolding language at the pre-reading/ listening stage:			**Strategies for scaffolding language during reading/ listening stage**:	
sequencing pictures	rewriting	repeating words	making sentences shorter	explaining key vocabulary
discussing pictures	rephrasing	restating	eliminating distracting text	
matching pictures to words	using substitution tables		**Strategies for scaffolding language after reading/ listening stage**:	
			rephrasing	restating
			use substitution	use writing and listening

			tables	models

Table 15. *Examples of scaffolding content*

Strategies for scaffolding content:					
open questions	think-pair-share	vocabulary games	presenting information in separate boxes	Providing good models and samples	use images
	know-want to know-learn (KWL)	grouping lexical items according to use			

Table 16. *Examples of scaffolding learning*

Strategies for scaffolding learning:			
spotlighting samples of student work	guessing information	planning, monitoring and evaluation tasks for students	

6.5 Review check

Define a topic /subject area you would like to teach through CLIL. Use the **C4C Guide to OERs** to select appropriate OERs for your lesson or unit.

Make sure each lesson contains at least one material aimed of the 4Cs of CLIL besides Content (Communication, Culture or Cognition).

Use the checklist (**table 17**) for the following tasks:

Task 1. Highlight the checklist items you consider more important; Add items.

Task 2. Use your list to assess the OERs you chose for your lesson.

Tick where appropriate: The materials…

Table 17. *Own checklist for material appropriateness*

	Cater for the children's age and level.
	Cater for the children's learning styles.
	Motivate and are visually attractive for children.

	Take the learner's developmental stage, cognitive development and language competence into account
	Have a good balance of content and language
	Integrate content and language
	There is a varied number of items learners are expected to engage in
	Make it clear in which language learners are expected to respond

7 Monitoring & assessment in CLIL

In order to understand assessment in CLIL it is necessary to make a distinction between **evaluation and assessment**. Sometimes these concepts are confused and considered identical by teachers.***In table 18*** you will find a definition of each concept and an example.

Table 18. *Evaluation vs. assessment*

Evaluation	is the process of "gathering information in order to determine the extent to which a programme meets its goals" (Ioannou-Geourgiou and Pavlou, 2003). From this point of view evaluation is not oriented to the learner's progress and knowledge, but to the achievement of course objectives.	E.g. CLIL course evaluation
Assessment	is part of evaluation, but it is oriented to the learner and not to the end of the process. The development of the process is more important than the final product.	E.g. Student assessment in CLIL

7.1 Student assessment in CLIL

Let us start with student assessment in CLIL. With CLIL methodology integrating both language and content, both aspects should be assessed in an integrated way, although some authors raise the important question whether content can be separated from language and be assessed independently by the same teacher or two teachers (Honig, 2009).

E.g. in CLIL Mathematics, students may be assessed through problem solving that involves mathematical operations and simultaneously vocabulary in English (numbers, colours): There are 20 pencils in a box (yellow, black and green): 9 are yellow, 4 are black, and how many pencils are green?

Thus, lesson planning assessment (*table --)* should consider the following assessment issues in relation to learner performance: Why? What? How? When? (See ***table 19***).

To assess the learners, the teacher needs to know exactly why he wants to assess them:

- Is it to know if they learned about the subject?
- Is it to find out if students are motivated?
- Is it to identify strengths or weak points?

- Is it to find out if planning was effective?
- Is it to identify monitoring strategies or support ones?
- Is it to inform them, their parents or others?
- Is it to give them a qualification?
- Is it a combination of some of these points?

Because of the CLIL particularities, to a CLIL teacher, assessment has to be multidimensional and use a variety of tools, from the most formal to the least informal. The teacher should select the assessment strategies according to what he or she expects their students to be able to do at the end of the task, lesson or unit. Teachers should also take into account the different learning styles and multiple intelligences (Gardner, 1983) to prepare and select assessment tools.

***Table 19**. Assessment: why, how, what, when*

WHAT	CHARACTERISTICS	HOW	WHY	WHEN
Assessment OF learning	Mainly summative: assesses knowledge acquisition and level of competence qualitative or quantitative grading	Usually in the form of: tests and exams -oral presentations -short-answer questions -labelling -reading comprehension activities -matching exercises -multiple choice exercises	To check if learning objectives were met	At the end of a unit or several units
Assessment FOR learning	**Formative** Monitors learners' performance	-diagnostic test -observation grid -reviewing & summarizing -survey -short-answer questions -labelling -reading comprehension activities -matching exercises -multiple choice exercises -self-assessment -projects portfolio	Informs both teachers and learners about future teaching/learning practices needed: -identifying the gap -giving Feedback -enhancing student involvement -facilitate learning	Continuously

			progression	
Assessment AS learning	Increases the awareness about the learning processes	-self-assessment -peer assessment -Portfolio	To reflect and assess development in: -foreign language competence -content area -positive attitudes towards both the foreign language and content -strategic competence in both the language and content -intercultural awareness	After a task After a lesson After a unit

7.2 Self-assessment in CLIL

Students should always be actively involved in own formative assessment, so as to understand own progress in learning, identify weak points and strengths, as well as improvement strategies. This is why self-assessment is so important and beneficial. Even very young learners should be encouraged to develop self-assessment skills.

One way of encouraging the development of self-assessment skills is helping learners create their own reflexive **learning journals**. Learning journals (***table 20)*** encourage students to reflect on their own progress and problems and at the same time develops thinking skills and autonomy. They are also useful for the teacher to check information when he has the opportunity to do so.

Table 20.*Example of a learning journal*

My learning journal. Topic: Different parts of plants
What I know
What still confuses me
What I want to know (what interests me)

Another way of encouraging the development of self-assessment skills is to use a comparative self-assessment sheet for CLIL classes where the student's self-assessment can be compared to peer and teacher assessment. The example in ***table 21***is adapted fromBabocká (2015: 183):

Table 21.*Example of comparative self-assessment grid*

Comparative Self-Assessment Sheet. Unit/ Task: _____									
Success Criteria- Learning outcomes	Self-assessment			Peer assessment			Teacher assessment		
I can explain…									
I can communicate…									
I can use examples..									
Notes:									

Portfolio assessment can also be used successfully in primary CLIL. It comprises the results of learners work: test results, drawings, notes, projects, etc. A portfolio can be a paper and pen portfolio or an electronic portfolio, depending on the teacher and students' preferences. It is very useful for children, parents and teachers to understand the process and progress of learning.

7.3 Assessment criteria

For a more complete assessment the teacher should define the criteria against CLIL descriptors that already integrate language and content that have already been defined for A1 and A2 CLIL levels, which are generally the levels that primary students will attain. See the *Can do Questionnaire*on English proficiency (adapted from Barbero, 2012)as evaluated by teachers on students' competences in ***table 22***:

Table 22.*A1 and A2 CLIL descriptors*

	Levels: A1, A2	**LEVEL B1**
Evaluation	Can explain the results of a process when provided with language structure	Can explain /compare the results with simple sentences without

	Can compare the results	scaffolding
Principles	Can collect and organize data Can explain general principles when provided with language structure Can draw conclusions of a process	
Experience	Can understand teachers' instructions Can understand information supported by visuals or gestures Can follow teachers' instructions to perform certain actions	

7.4 Observation sheet

With an observation sheet with learners' names, learning objectives and dates (adapted from Bentley 2010),teachers can see evidence of the success criteria met by students (see an example in ***table 23***).

Table 23. *A1 and A2 CLIL descriptors and success criteria*

Communication skills Name: _____ Can:	date	date	date
(identify can do descriptors) e.g. ask questions about subject content (closed/open)			
Cognitive skills Can:			
(identify can do descriptors) e.g. match word labels to pictures/ objects			
	Not often	Sometimes	Often
Attitudes to learning Can:			
(identify can do descriptors) e.g. cooperate with others			

7.5 Reflection about assessment

It is important for teachers to reflect about student learning process and achievement by asking themselves the following questions:

- Did my students understand the subject content?
- Did my students grasp the learning objectives of the content?
- Did my students apply the concepts to new situations?
- Did my students interact about the subject content in English?

- Did my students acquire new vocabulary in English?
- Were my students motivated with the assessment instruments?
- Was assessment challenging enough for all the students (different learning styles, different intelligences?)
- Were my students really involved both in the topic area and language?

Teacher self-reflection is as important as the above. Ask yourself the following questions:

- Did I feel comfortable with CLIL assessment? If not, why? What was the problem?
- Did I choose the most appropriate instruments?
- Did I meet the students' needs? (learning styles, different intelligences)
- Did I integrate both language and content in assessment instruments? Did I give both the same importance?
- What would I do differently next time?

8 CLIL course evaluation (teacher education)

As an example of how to evaluate a CLIL course, this chapter will describe some assessment tools to evaluate the Guide you are reading, the face-to-face training, the mobility intensive training and the e-learning course within the CLIL for CHILDREN project framework. All these tools may be adapted for CLIL course evaluation in primary. The chapter includes the following tools:

- Questionnaire to evaluate the Guide;
- Questionnaire to evaluate the face to face workshops;
- Questionnaire to evaluate the E-training course at a distance;
- Complementary Questionnaire on CLIL training;
- Practical approaches on how to build case studies from practice so as to showcase them for the rest of the school.

8.1 Questionnaire to evaluate the Guide

The Guide will be used during a face-to-face in-service training course with teachers, but also independently by teachers. This questionnaire may be used to evaluate the Guide by teachers **who have attended the face-to-face training and by those who have not attended the in-service face-to-face training**.

Evaluation of CLIL Guide Form

Instructions: Grade the items below on a scale from 1-5.

To what degree does the Guide demonstrate the following?

Criteria	Strongly Agree	Agree	Average	Disagree	Strongly disagree	Not Applicable
	1	2	3	4	5	
Content						
1. The purpose of the guide is						

clearly presented.						
2. The guide meets its intended objectives as defined by the C4C project.						
3. The overall content of the guide is well-organised.						
4. There is a clear relationship between all the parts of the guide.						
5. There is a good balance between theory and practice.						
6. The examples provided are helpful.						
Technical quality						
7.The guide's style is appropriate for the audience						
8. Paragraphs are coherently sequenced with clear relationships.						
09. No grammar, spelling and punctuation mistakes exist.						
10. The tables and diagrams are clear and well explained.						

Please write your personal opinions:

1. Name 3 strengths of the Guide.

2. Make 2 suggestions on how to improve the Guide.

3. Name the 2 most interesting things you learned from the Guide.

4. Any additional comments?

8.2 Questionnaire to evaluate the face-to-face workshops

The Guide will be used during a face-to-face in-service training course (workshops).This questionnaire may be used with teachers to address their satisfaction with the workshops and indirectly with the Guide.

Workshop Evaluation Form

Date: .....

Name:.....

Workshop Evaluation

	Very Poor				*Excellent*
Overall satisfaction rating	1	2	3	4	5
Facilities	1	2	3	4	5
Organisation	1	2	3	4	5
Materials provided from the Guide	1	2	3	4	5

What have you learned from the workshop sessions?

_____

What actions will you take as a result of your learning?

_____

Circle <u>four</u> words that sum up your overall opinion of the workshop sessions.

Interesting	Nothing New	Rushed	Practical	Clear	Difficult	Basic
Irrelevant	Comprehensive	Inspiring	Fascinating	Valuable	Theoretical	Bad
Beneficial	Thought-provoking	Exciting	Enlightening	Terrible	Innovative	Useful
Confusing	Waste of time	Enjoyable	Challenging	Boring	Unfocused	OK

How would you rate the level of difficulty of the workshop sessions? (Please circle one)

Too easy **Too difficult**

1 2 3 4 5

How can the workshop sessions be improved?

_____

How can the Guide used during workshop sessions be improved?

_____

Presenters' Evaluation

Content	***Very Poor***				***Excellent***
Ability to transfer their knowledge	1	2	3	4	5
Organisation of the content in a logical manner	1	2	3	4	5
Ability to use examples to facilitate learning	1	2	3	4	5
Preparation of the presenters	1	2	3	4	5

Presentation Skills	***Very Poor***				***Excellent***
Use of body language and tone of voice	1	2	3	4	5
Ability to choose and prepare the necessary material in order to aid learning	1	2	3	4	5
Ability to encourage participants to ask questions and answer questions	1	2	3	4	5
Ability to attract and keep group's attention	1	2	3	4	5
Time management	1	2	3	4	5

Additional **Comments:**

_____

May we use your comments for future workshop sessions? Yes / No (please circle, as appropriate)

8.3 Questionnaire to evaluate the e-training course at a distance

This questionnaire may be used to evaluate the Guide by teachers involved in the self-study online course.

E-training Course Evaluation Form

Date: .....

Name:.....

	Very poor				Excellent
Overall satisfaction rating	1	2	3	4	5
Structure					
Content					
Materials					
Examples					
Tasks					

Circle four words that sum up your overall opinion about this online course

Interesting	Nothing new	Rushed	Practical	Clear	Difficult	Basic
Irrelevant	Comprehensive	Inspiring	Fascinating	Valuable	Theoretical	Bad
Beneficial	Thought provoking	Exciting	Enlightening	Terrible	Innovative	Useful
Confusing	Waste of time	Enjoyable	Challenging	Boring	Unfocused	Ok

Rate the aspects related to the implementation of CLIL methodologies in primary education contexts in which you feel now more confident

	Very poor				Excellent
Overall satisfaction rating	1	2	3	4	5
To balance language and content					
To scaffold language and content					
To plan CLIL units					
To create activities					
To look for or to create materials and resources					
To adapt already made materials to my own school context					
To assess student progress					
To monitor the results of CLIL learning sequences					
To use a variety of learning techniques					

Additional comments:

8.4 Complementary questionnaire on CLIL training

This is a complementary questionnaire that may be used if researchers and trainers are interested in more in-depth information. At the end of the teacher training, participants could be inquired in more detail, in written form or orally through self-audio-recording, regarding their views, opinions, and comments as they pertain to the CLIL Guide and to the training completed. This is an opportunity to present a deeper analysis of their views on the topics examined.

Open questions (Please answer in detail in writing or through self-recording):

1. Please give us your overall assessment of the teacher training that you just completed.
    a. What have you learned from this training? Do you think you will apply this knowledge to your teaching practice? How and why?
    b. Has this training added any value to your professional development? How?
    c. Which did you consider to be the strengths of this training? Why?
    d. Which part of the training was the most useful for you? Why?
    e. Which did you consider to be the weaknesses or challenges of this training? Why? How would you improve them?
2. Please give us your overall assessment of the CLIL Guide.
    a. Do you consider the Guide to be a useful tool for teachers in your country? Why?
    b. Do you plan to use the Guide in your teaching practice in the future? How and why?
    c. Which do you consider to be the benefits/strengths of the Guide? Why?
    d. Which do you consider to be the weaknesses/challenges of the Guide? Why? How would you improve them?

8.5 Building case studies from practice so as to showcase them for the rest of the school

Guidelines and template for authoring case studies

This template has been designed to record and share practice, and to help other teachers consider the relevance and potential for adapting this practice for use elsewhere.

Template for case studies[15]

Case studies should be no more than 2 pages; plus any images you can provide

Title: meaningful, short descriptive title **Summary:** Brief summary of what the case study covers.
What was done:describe briefly your CLIL model.
How the learners were involved: Give a couple of quotes from students or staff illustrating the case study.
How the school (administration & parents & other teachers) was involved:
Motivation and aims: A brief outline of the reasons behind the practice described - its purpose and benefits.
Successes and lessons learnt: A brief outline of what works well, any particular challenges faced and how these were addressed.
Transferability: Is this practice transferable? How? Are adaptations needed?
Further information: Resources used from the Guide. Which parts/pages were used effectively? Other resources: Webpage or platform where the students' work is kept:
Location of practice: country, partner, school, grade, students' age
Author of case study (teacher's name and subject/ area taught in this context) **and contact for further information:**
Date: for this version of the case study text

Note for authors:

These case studies will be used in two ways:

1) The full case study (in this template format) can be written in the teacher's mother tongue. An English version will be included on the project webpage, if the teacher agrees.
2) A summary version of each case study may be used for presentations of the C4C project results at international conferences. **Authors will be asked for permission in this case.**

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[15]*Template* adapted from the University of Edinburgh*(adapted from JISC and SHEEC case studies, JT 30/4/13; updated 9/5/13, 11/6/13, 25/6/13*

3) These case studies will be available as .pdf downloads and other formats suitable for printing and inclusion in publications, as web pages and for presentations.

9 Lesson Plans with Teacher Notes

This part will be completed after the mobility intensive training.

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11 Appendix 1

A sequence of lesson plans.

11.1 Lesson Plan1

Subject:	Science
Time:	90 minutes
Theme:	**Talking about plants:** -Different parts of a plant
Learning objectives (related to curriculum content):	-To recognise different parts of a plant; -To identify different parts of a plant; -To recognise written form of key language; -To build short sentences; -To follow instructions.
Success criteria/ Learning outcomes:	Pupils will be able to: -To recognise and identify the different parts of a plant. -To recognise written form of key language. -To build short sentences. -To follow instructions.
Cognitive skills:	*Classifying, identifying and sorting,reasoning, applying knowledge*
Language Function:	*Talking about plants*
Key language (whatchildren need to recognise/produce):	**Vocabulary:** - roots, stem, leaf/leaves, flower -big, small, green, long, beautiful, yellow, red (colours) **Verb:** -have got **Language structure:** A plant has got … It has got … A plant has got big/small/green leaves. A plant has got a long green stem. A plant has got a beautiful plant.
Material:	-board -plant (realia) -labels -pictures of the different parts of a plant -board -paper -crayons -pencil -bell
Assessment tool:	Smiles
Procedure:	

Time: 10 minutes	**Step 1 – To tune pupils into English** -Teacher/pupils greet each other -Pupils say/sing a chant
	Step 2 – To help pupils understand what the lesson will be about and what is important. Teacher tells pupils what they are going to do. T – Today we are going to talk about: • Plants • The different parts of a plant We are going to play a game and draw a plant.
	Step 3 – To set behaviour goals for the day. **Teacher sets behaviour goals for the day:** T – Today I am going to: • pay attention; • listen very carefully; • work hard.
Time:20 minutes	**Step 4 – Talking about plants** Pupils sit in a circle on the floor facing the board. Teacher shows a big real plant. • Teacher asks questions – What is this? What colour is it? Is it big? Is it small? Is it beautiful? Is it a plant? Do you like plants? • Students answer – It's a plant. It's green. (…) • Teacher and students talk about the different parts of the plant – The plant has got different parts. The plant has got a stem. It has got leaves. It has got flowers. It has got roots. • Then teacher draws a big plant on the board/or sticks a poster of a plant. Teacher shows a set of labels – roots, stem, leaves, flowers - and asks the pupils to help her label the different parts of the plant. • Pupils repeat the different parts of the plant.
Time: 15 minutes	**Step 5 – Oral work** Teacher tells the pupils they are going to play a game. Teacher explains how the game is played. Teacher models. Teacher sticks a picture of a part of a plant on the back of each pupil. Then pupils move around the class. Each time they hear a bell they have to stop and ask the first classmate they see what he/she is. e.g. What are you? I am a plant. I have a green stem. What are you? I am a plant. I have got yellow leaves.
Time: 35 minutes	**Step 6 – Written work/drawing** Pupils go back to their seats. Teacher tells pupils what they have to do. Teacher models. • Students draw their own plant and then label the different parts. • Some pupils present their work – My plant has got big roots. It has got a brown stem. It has got orange leaves. It has got a big flower.
Time: 10 minutes	**Step 7 – To encourage pupils to reflect on their learning and behavior.** Teacher asks pupils how much they liked the lesson (Smiles) If they know the different parts of the plant.

	Step 8 – To end the lesson Pupils tidy up and say/sing the good bye chant.

11.2 Lesson Plan 2

Subject:	Science
Time:	90minutes
Theme:	**Talking about plants:** -Different parts of a plant -Things plants need to grow
Learning objectives (related to curriculum content):	-To recognise and identify different parts of a plant; -To identify the things a plant needs to grow; -To recognise written form of key language; -To build short sentences; -To follow instructions.
Successcriteria / Learning outcomes::	Pupils will be able to: -To recognise and identify the different parts of a plant; -To identify the things a plant needs to grow; -To recognise written form of key language; -To build short sentences; -To follow instructions.
Cognitive skills:	*Classifying, identifying and sorting, reasoning, applying knowledge*
Language Function:	*Talking about plants*
Key language (what children need to recognise/produce):	**Vocabulary:** - roots, stem, leaf/leaves, flower -seed, water, soil, sunlight, oxygen **Action words:** -grow, need **Language structure:** A plant has got … It has got … To grow a plant needs …
Material:	-video (https://www.youtube.com/watch?v=8N6IiX7JAL4) -song (https://www.youtube.com/watch?v=kkqETB7Xc5g) -pictures (sunlight, water, oxygen, soil) -labels (sunlight, water, oxygen, soil) -box -seed
Assessment tool:	Smiles

Procedure:		
Time: 10 minutes	**Step 1 –To tune pupils into English** • Teacher/pupils greet each other • Pupils say/sing a chant • Pupils say what day it is (Tuesday, 10th May, 20.).	Pupils should always say/sing the same chant. Pupils use authentic

	• Pupils say what the weather is like (It is warm and sunny.).	language.
	Step 2 – To help pupils understand what the lesson will be about and what is important. Teacher tellspupilswhatthey are going to do. T – **Today we are going to talk about:** • **Plants** • **The different parts of a plant** • **Things a plant needs to grow** **We are going to watch a video andwe are going to sing a song.**	Teacher sticks or writes on the right side of the board what the lesson is about so that pupils can visualize.
	Step 3 – To set behaviour goals for the day. Teacher sets behavior goals for the day. T – **Today I am going to:** • **pay attention;** • **be quiet;** • **to do my best.**	Teacher sticks near the board or on the behaviour goal board the goals for the lesson so that the pupils can visualize.
Time:25 minutes	**Step 4 – Talking about plants** Pupils sit on the floor facing the board. Teacher and pupils recall the different parts of a plant. • Teacher asks questions – **Do you still remember what we did in our last lesson? What did we talk about?** • Pupils answer – **Plants. The different parts of a plant.** • T– **That is right. <u>Well done</u>. We talked about the different parts of a plant.** • Teacher and pupils recall the different parts of a plant – **The plant has got different parts. The plant has got a stem. It has got leaves. It has got flowers. It has got roots**. • Teacher shows the pupils a little box and asks what they think is in the box. T– **Look! What do I have here? It is a box. It is a small box. Let's see what is in the box.** • Teacher opens the box. T – **Look! It is a seed. It is a tiny seed. What is it?** • Pupils answer. **It is a seed./It is a tiny seed.** • Teacher – **What colour is the seed? Is it a big seed? Is it a small seed?** • Pupils answer. • Teacher tells the pupils that they are going to watch a video and the video is about a tiny seed. T–**Now we are going to watch a video. The video is about a tiny seed. You must pay attention.** • After the video. Teacher asks what happened to the seed. T-**Did you like the video? What did you see? What happened to the seed?**	Pupils sit on the floor with their legs crossed. Pupils recall knowledge from the previous lesson. Important for teacher to praise the children. Teacher must motivate the children. Surprise box! It is important for the pupils to repeat the keywords and language structure several times. Teacher should always use short clear sentences. Pupils can use their mother tongue to explain/ to express themselves. Teacher then repeats in English. Pupils are free to think and talk about the topic. Teacher should repeat the keywords slowly and clear. Making sure every pupil

	• Pupils answer. • T-**Good! You saw a tiny seed. The seed grew. The seed became a beautiful plant.** • Teacher asks what they think the seed needs to grow. T-**The seed grows and becomes a plant. Do you think it needs things to grow? What things does it need to grow?** • Pupils answer. • T – **That's right. A plant needs soil, water, oxygen and sunlight to grow.** Teacher sticks 4 pictures on the board (**soil, water, oxygen, sunlight**) and says what each one of them is. • Teacher shows 4 labels (**soil, water, oxygen, sunlight**). Reads each label and asks the pupils to repeat. • Teacher shows each label again and asks a pupil to stick it next to the matching picture. • Pupils say all the words. • Teacher builds short sentences and asks pupils to help. -**The plant needs water to grow. The plant needs sunlight to grow. The plant needs soil to grow. (…)** • Teacher tells the pupils that they are going to watch a video with a song about things plants need to grow. **-Now we are going to watch a video with a song. The song is about the things plants need to grow. Would you like to hear the song?** • Pupils answer. • Pupils watch a video with a song. (2 times) • Teacher asks if pupils liked the song. – **Did you like the song? What did it talk about?** • Pupils answer.	understands. Teacher should use the same language structure. Pupils should repeat the keywords several times. Pupils should always try and build short sentences (A plant needs soil, oxygen, water and sunlight to grow.) and not just shout out words (water/ soil …). Video should have very clear language and not too long. Pupils learn the song.
Time: 20 minutes	**Step 5 – Body language** Teacher tells the pupils they are going to pretend they are a tiny seed and they are going to grow. They need oxygen, water, soil and sunlight to grow. 4 pupils are oxygen, water, soil and sunlight. They have a picture and label stuck on their chests and they move around. The other pupils are on the floor with their head between their knees. The soil goes round the seeds and says – A **plant needs soil to grow.**Then the water, the oxygen and the sunlight (**A plant needs water to grow./ A plants needs oxygen to grow./ A plant needs sunlight to grow.**). The seeds begin to grow. Pupils begin to move very slowly and start growing like a plant. The feet are the roots, the body is the stem, the arms are the leaves and the head is a beautiful flower. **T- You have soil, water, oxygen and sunlight. You begin to grow. Your feet are the roots. Your body is the stem. Your arms are the**	Teacher explains step by step and models. Pupils move their bodies. Pupils apply knowledge from previous lessons – the body. Teacher must always praise the pupils.

	leaves. Your head is the flower. Teacher asks pupils to move their roots, stem, leaves and flower. T- **Move your roots. You roots need …** P- **My roots need soil, water, oxygen and sunlight.** T- **Move your stem. My stem needs…** P- **My stem needs soil, water, oxygen and sunlight. (…)** T- **Well done! Excellent work.**	
Time: 25 minutes	**Step 6 –Written work** Pupils go back to their seats. Teacher tells pupils that they are going to do a worksheet. T- **You are going to do a worksheet**. T- **Classroom monitors can you please give out the worksheets.** CM- **Here you are.** P- **Thank you.** Teacher explains how the exercises are done step by step. Teacher models and checks if pupils understood what they have to do. T – **Write your name and date, please.** Teacher explains the worksheet. T – **In the first exercise you have to …** T - **You have 15 minutes to do your worksheet.** • Pupils do their worksheet - Sudoku T- **Classroom monitors can you please collect the worksheets.** CM – **Can you give me your worksheet, please?** P – **Here you are.** CM – **Thank you.**	Classroom monitors can wear a badge or string necklace. Pupils can listen to the song while doing their worksheet. Pupils should be told how long they have to do the exercises. Quick pupils can colour their worksheets and they can help their classmates.
Time: 10 minutes	**Step 7 – To encourage pupils to reflect on their learning and behaviour.** Teacher asks pupils how much they liked the lesson (Smiles) • **The lesson was very good/ so so / not very good.** Teacher asks if they know what things a plant needs to grow. • P- **Answer.**	Teacher shows three smiles and pupils choose. The chosen smile is stuck on the board.
	Step 8 – To end the lesson Pupils tidy up and say/sing the good bye chant.	Pupils should always say/sing the same Good bye chant.

11.3 LessonPlan3

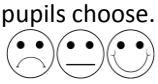
Subject:	Science
Time:	90 minutes
Theme:	**Talking about plants - germination:** Project work– Growing a green bean
Learningobjectives (related to curriculum content):	-To recognise and identify different parts of a plant; -To grow plants from seeds; -To investigate the growth process of a plant; -To understand how to record an experiment; -To recognise written form of key language; -To build short sentences; -To follow instructions.

Successcriteria / Learning outcomes:	Pupils will be able to: -To recognise and identify the different parts of a plant; -To grow plants from seeds; -To describe the growth process of a plant; -To be able to record an experiment; -To recognize written form of key language; -To build short sentences; -To follow instructions.
Cognitive skills:	*Classifying, identifying and sorting, reasoning, applying knowledge, justifying*
Language Function:	*Talking about plants*
Key language (what children need to recognise/produce):	**Vocabulary:** - roots, stem, leaf/leaves, flower -seed, water, soil, sunlight, oxygen -bottle, yoghurt cup **Action words:** -grow, need, put, make, cover, pour **Language structure:** A plant has got … A plant needs soil, water, oxygen and sunlight to grow. Fill the yoghurt cup with soil. Make a hole in the soil. Put the seed in the hole. Cover the seed with the soil. Pour some water. Put your yoghurt cup on the window sill.
Material:	-seeds, soil, water, yoghurt cups, bottles, green bean -graphic organizer (ExperimentPoster)
Assessment tool:	Smiles

Procedure:		
Time: 10 minutes	**Step 1 – To tune pupils into English** • Teacher/pupils greet each other • Pupils say/sing a chant • Pupils say what day it is (Tuesday, 10th May, 20.). • Pupils say what the weather is like (It is warm and sunny.).	Pupils should always say/sing the same chant. Pupils use authentic language.
	Step 2 – To help pupils understand what the lesson will be about and what is important. Teacher tells pupils what they are going to do. T – **Today we are going to be scientists.** • **We are going to do an experiment.** • **We are going to sow a seed.** • **We are going to do a science report.**	Teacher sticks or writes on the right side of the board what the lesson is about so that pupils can visualize.
	Step 3 – To set behaviour goals for the day. Teacher sets behavior goals for theday:	Teacher sticks near the board or on the

	T – **Today I am going to:** • **follow all the instructions;** • **work well with my partner;** • **help my partner;** • **be careful;** • **keep my table clean**.	behaviour goal board the goals for the lesson so that the pupils can visualize.
Time:20 minutes	**Step 4 – Growing a Green Bean.** Pupils sit in a circle on the floor facing the board. Teacher and pupils revise the contents of the previous lessons – **parts of a plant and what things a plant needs to grow.** Teacher tells pupils that they are going to do an experiment. • T - **Today we are going to be very important scientists. We are going to do an experiment. We are going to sow a green bean.** (Teacher shows a green bean) **Do you like green beans? Do you eat green beans?** • P – **Answer.** • T–**To grow a green bean what do we need?** • P – **We need seeds, soil, water, oxygen and sunlight.** • T-**Yes, that's right. We need seeds, soil, some water, oxygen and sunlight.** • T –**Where are we going to sow our seeds?** • P – Answer. • T **– Good! We are going to sow our seed in a yoghurt cup. Let's see what we need.** (Teacher shows the things pupils will need for their experiment. Pupils repeat the names of all the things need for the experiment.). • T+P – **I need a yoghurt cup, a seed, some soil, some water, oxygen and sunlight.** • T – **Now we are famous scientists. We need to record our experiment. Look at the Experiment Poster - "We want to grow a green bean." Let's complete the poster. You must help me.** • Teacher and pupils complete the Experiment Poster. **We are going to sow a seed. We are going to grow a green bean.** **<u>Our questions are:</u> Will the seed grow? Will the seed become a plant? How quick will it grow?** **<u>What do we need?</u> We need a yoghurt cup, a seed, soil, water, oxygen and sunlight.** **<u>Our prediction</u> – The seed will grow. It will have roots, a stem, leaves and flowers. It will take 10 days to grow.**	Recall previous knowledge, vocabulary and language structure. Teacher can hold up a picture of a famous scientist. Pupils should repeat vocabulary and language structures. Teacher with the help of the pupils completes the graphic organizer.
Time: 20 minutes	**Step 5 – Science Experiment** Pupils are asked to go back to their seats. -Teacher and pupils recalls behaviour goals: **I am going to:** • **follow all the instructions;** • **work well with my partner;**	Teacher points to the behaviour goals. Pupils visualize them.

	• **help my partner;** • **be careful;** • **keep my table clean**. -Teacher tells thepupils that they are going to work in pairs and they are going to sow a seed. • T– **You are going to work with your partner. You have to help each other.** **You are going to sow a seed. You are going to grow a green bean.** **I need four class monitors.** • T- **Classroom monitors can you put a tray on each desk, please.** • CM- **Here you are.** • Ps- **Thank you.** • T- **On your table there is a tray. What has the tray got?** • P **– It has got soil, water, seeds and two yoghurt cups.** • T – **Let's do the experiment together.** (Teacher models every step.) • **Put some soil in the yoghurt cup.** • **Make a little hole in the middle.** • **Put a seed inside the hole.** • **Cover the seed with some soil.** • **Pour some water. Just a little bit.** • **Put your cup on the window sill.** • **T - Check if your partner is doing well.** • **Pupils decorate their yoghurt cup and write their names.** • **T – Clean your tables.** • **T - Classroom monitors collect the trays please.** • Pupils help the teacher complete the graphic organizer with the procedure. Pupils recall all the steps.	Pupils work in pairs. Classroom monitors can wear a badge or string necklace. Pupils can sow more than one seed. Pupils help each other. Instructions have to be short and clear. The graphic organizer will be completed at the end of the experiment with the results.
Time: 30 minutes	**Step 6 –Written work** Teacher tells pupils that they are going to do a science report. Teacher explains, step by step, how the report is done. Teacher models. • T- **Classroom monitors can you put give out the science report, please.** • CM- **Here you are.** • P- **Thank you.** • T- **Look at your science report. It is divided into 6 parts. Let's look at the first part. Question. What are our questions?** • P – **Answer.** • T – **Excellent! Write the questions down.** • T – **Let's go to the second part. Materials. What materials did we use? (…)** Teacher carries on until the report is written out. • T – **You have 20 minutes to do your science report.**	Instructions have to be very clear. Teacher should build short clear sentences. Teacher has to check if pupils are following the instructions. Instead of the science report pupils can just draw a picture with the experiment and then label it.

	• Pupils do their science report. During the following lessons pupils will have to water and look after their plants. They will record their green bean growing experiment.	
Time: 10 minutes	**Step 7 – To encourage pupils to reflect on their learning and behaviour.** Teacher asks pupils how much they liked the lesson (Smiles) • **The lesson was very good/ so so / not very good.** Teacher asks if they know how to sow a seed and what things are needed for a seed to grow and if they worked well with their partners. • P – **Answer.**	Teacher shows three smiles and pupils choose.  The chosen smile is stuck on the board.
	Step 8 – To end the lesson Pupils tidy up and say/sing the good bye chant.	Pupils should always say/sing the same chant.