

Increasing Student Production in English Primary CLIL Classrooms

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1. Read the teaching sequence of a CLIL unit “Small animals in the garden!” at the end of this document. This teaching sequence covers 7 classes of 45 minutes each. It is aimed at children of 8-10 years of age but demonstrates principles that are relevant to all ages.
2. Compare it with one of your own lesson plans and find similarities and differences.
3. Adapt one of the tasks to your own teaching context and carry it out in your class.

Remember to include objectives and intended learning outcomes. You can use this lesson plan template to help you:

www.britishcouncil.fr/sites/default/files/british_council_clil_lesson_plan_template_0.docx

4. Reflect upon the results.

Here there are some possible self-reflective questions you may find useful:

- 4.1) Have I integrated content and language in my lesson plan?
- 4.2) Have I taken the objectives and intended learning outcomes into account when planning the task?
- 4.3) Have I planned a lesson which is meaningful for my students?
- 4.4) Have I given enough opportunities for recycling vocabulary?
- 4.5) Have I provided enough scaffolding (language support) to carry out the task?
- 4.6) Have I provided opportunities for active learning to take place? Have I considered the inclusion of kinaesthetic activities in my lesson plan? Have I included tasks which involve cognitive development?
- 4.7) Have I considered collaborative learning and offered instances of playful interactions in my lesson plan?
- 4.8) Have I included activities which allow learners to express themselves creatively?

Suggested reading:

Dr Jason Skeet's article "On three principles for CLIL lesson planning":

https://www.academia.edu/30315651/On_three_principles_for_CLIL_lesson_planning

Example CLIL Unit – a teaching sequence: “Small animals in the garden!”

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By the end of the unit, learners will have ...	
Content outcome:	<ul style="list-style-type: none">• explored their surroundings to find / discover the small animals which live in their gardens and parks and have learned to value their contribution to the environment (sustainable education).• carried out maths games and combined maths, natural science and English language learning.
Language outcome:	<ul style="list-style-type: none">• been able to draw, name and describe small animals to their classmates.• played card games and drama games to recycle their new knowledge and added new information about small animals.• participated in surveys and other interactive activities in collaborative contexts.• listened to and performed classical stories (fables).• participated in role plays and dramatisations.• carried out creative tasks to wrap everything up and develop artistic and aesthetic awareness.
Thinking (cognitive) outcome:	<ul style="list-style-type: none">• remembered, found out, explored and discovered the surroundings to talk about small animals.• recycled vocabulary, reconstructed short descriptive paragraphs, categorised information about small animals.• participated in collaborative and communicative activities.• read and written short texts using graphic organisers to present new information.• made mathematical calculations.

Stage and Aim	Procedure	Time	Materials
Lesson 1			
<p>Stage: Starter</p> <p>Aim: Remember, find out, explore and discover.</p>	<p>Learners make a list of all the small animals they can find in the garden or the park (pair work).</p> <p>Possible small animals: Spider, ant, ladybird, beetle, butterfly, centipede, mosquito, roly-poly, worm, grasshopper, cricket, slug, snail, squirrel, bird, bee, fly, dragonfly</p> <p>Outdoor activity: Learners explore the garden or park to see if they can find some of the small animals they included on the list.</p> <p>Creative activity: Learners make a “small animals” poster. They draw and write their names (pair work).</p>	45 minutes	<p>A4 worksheets.</p> <p>Colourful pencils, pens or markers.</p>
Lesson 2			
<p>Stage: Learning Task 1</p> <p>Aim: Recycle vocabulary, reconstruct short descriptive paragraphs, categorise information.</p>	<p>Possible card games learners can play:</p> <ul style="list-style-type: none"> • Memory game: Matching pictures with words (whole group activity – word level). • Describing a small animal: Learners get one card each with the image of a small animal and some relevant information. They need to go around the class to find the classmates who have the same animal with different information. Each group creates a small animal profile and, in the plenary discussion at the end, shares it with the whole class (sentence level). • Guessing game: The class is divided into small groups. Each group has a bell. The teacher shares one characteristic of a small animal. The group that rings the bell first guesses what animal it is. If it is correct, that group gets a point (sentence level). • Grouping small animals in categories: In pairs, learners group the different small animals following their own criteria. The rest of the class tries to find out what criteria each pair has used: number of legs, colour, ability. This is a classic CLIL activity. 	10-15 minutes each	<p>Cards.</p>

<p>Recycle the learning content through a playful activity (guessing game).</p> <p>Active learning (physical – kinesthetic techniques - and mental activity – cognition).</p> <p>Collaborative learning.</p>	<p>discovers what animal they are. They may use a bank of questions, if necessary.</p> <p>Possible questions: “Can I fly?”, “Have I got 6 legs?”, “Have I got black dots all over my body?”, “Have I got wings?”.</p> <p>If time allows, learners play a card game (see lesson 2).</p>	<p>15 minutes</p>	<p>pictures of small animals.</p> <p>A bank of questions (written on slips of paper and offered in a paper cup).</p>
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Lesson 6

<p>Stage: Wrap up. Learning Task 5</p> <p>Aim: Activate learners' creativity and problem solving.</p> <p>Bring together literary texts, drama techniques and maths.</p> <p>Read a story about a small animal, identify the conflict, make mathematical calculations and provide possible solutions.</p> <p>Role play the story.</p> <p>Active learning (physical – kinesthetic techniques - and mental activity – cognition).</p>	<p>Learners read a story, identify the conflict, make mathematical calculations, provide possible solutions for the problem and role play the story.</p> <p>Examples</p> <p>Mathematical calculations:</p> <p>1 worm $1 + 1 = 2$ socks</p> <p>A family of 6 spiders $6 \times 8 = 48$ socks</p> <p>A couple of ants $2 \times 6 = 12$ socks</p> <p>Role play: How many socks would you like? I'm a (spider). I have (8) legs. I need (8) socks, please. I'm a (roly-poly). I have (14) legs. I need (14) socks, please. Here you are. Thank you!</p>	<p>45 minutes</p>	<p>Story.</p> <p>Concrete examples (sentence frames) for the mathematical calculations.</p> <p>Sentence frames for the drama activity (role play).</p>
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Lesson 7

<p>Stage: Wrap up. Learning Task 6</p> <p>Aim: Activate learners' creativity, social critical thinking and collaborative learning.</p> <p>Listen to a story (fable) and carry out a number of creative tasks (identifying the scenes and putting them in order, matching scenes with their corresponding written texts, creating freeze frames and performing).</p> <p>Active learning (drama techniques, cognitive development and social critical thinking).</p>	<p>Learners listen to a story (fable). They put the scenes in order (manipulate cards) and match the scenes with their corresponding written texts.</p> <p>The teacher reads the story again and stops after each scene for learners to create freeze frames (pair work).</p> <p>Teacher shares the written text (script) with the learners for performance.</p>	<p>45 minutes</p>	<p>A set of cards with the different scenes of the story.</p> <p>A set of cards with the written text for each scene.</p> <p>A script for performance.</p>
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