

CLIL EXCELLENCE for PRIMARY SCHOOLS

LEARNING UNIT FORMAT: USEFUL SQUARES!

Subject Area: Geography

Topic: The grid: spaces and coordinates

Bei Class: First

Number of lessons: 4

WALT - We are Learning To-:

During the learning unit

Children will be able to know:

- ✓ the difference between row and column
- ✓ the name of each space in a simple grid
- ✓ the name of some letters and numbers

Children will be able to do:

- ✓ identify a certain row and/or column in a simple grid
- ✓ arrange an object in the grid on the base of a specific request (name of the spaces or coordinates)
- ✓ give instruction to locate objects in a grid (using the name of the spaces or the coordinates)

Children will be able to be aware of :

- ✓ how to get/give information using a grid

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION
- CORE ACTIVITIES DIVIDED IN
 - FIND OUT (INPUT PHASE)
 - SORT OUT (INPUT PROCESSING PHASE)
 - OUTPUT (SPEAKING AND WRITING PRESENTING A PERSONAL OR GROUP PRODUCT)
- Final ASSESSMENT

These steps will be developed during a certain number of lessons each teacher will plan. An example follows:

LESSON 1/ 4– Rows and Columns (2h.)

Steps	Lesson Description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<p>ACTIVATION of the learning unit</p>	<p>Activity 1: The teacher shows the PPT “An unfortunate pirate” using the Lim and reads the story, clarifying it with gestures and intonation. Students watch the PPT, observe the pictures and the gestures to understand the story.</p> <p>Activity 2 (game) The T. hands out the deck of cards about objects and places of the story. Then the T. asks for a particular picture and Ss. that have that card have to show it; after a “match”, Ss. exchange their cards and repeat the activity.</p> <p>Activity 3 The T. shows and explains a prearranged poster, then Ss. stick their picture in the correct space.</p>	<ul style="list-style-type: none"> • To capture children’s interest. • To provide for new terminology: cave, pond, waterfall, 	<ul style="list-style-type: none"> • To review classroom language (Can you repeat?, I don’t understand, it’s funny, ...) • To review known structures (what is it? it’s ..., where is it? It’s in/in front of ..., is this a ...? Yes/no, Have you got ...?, Who has got ...? ...) • To enhance lexicon (necklace, crown, earring, bag ...) 	<p>WB/LIM</p> <p>PPT – “An unfortunate pirate” (Activity 1 - Attachment 1)</p> <p>Cards “An unfortunate pirate” (Activity 2 - Attachment 1 and 2: cards and photo)</p> <p>Poster “An unfortunate pirate”: (Activity 3 - Attachment 1 and 2: example and fully formed poster)</p>	<p>W</p> <p>P/G (depending on the number of Ss.)</p> <p>P/G (depending on the number of Ss.)</p>	<p>5 min.</p> <p>5 min.</p> <p>5 min.</p>
<p>CORE</p>	<p>Activity 4:</p>	<ul style="list-style-type: none"> • To reinforce the awareness of 	<ul style="list-style-type: none"> • To understand and practice classroom 	<p>WB</p>	<p>W</p>	<p>5 min.</p>

<p>SORT OUT</p>	<p>the words in their notebook.</p> <p>Activity 5 (interaction - speaking: simple game) The T. stands in front of the class and says “row” or “column”; Ss. have to stand with open arms or stand straight. Then the T. stands in front of the class with open arms or stand straight and Ss. have to say “row” or “column”. Ss. in turn take the place of the T.</p> <p>Activity 6 (reading) The T. writes “row” or “column” on the WB, then calls out a S. to draw the correct shape. Ss. do the same in their notebooks and check, looking at the WB.</p> <p>Activity 7 (writing) The T. draws a “row” or a “column” on the WB and then call out a S. to copy/write the correct name. Ss. in turn take the place of the T and do the same in their notebooks and check, looking at the WB.</p>			<p>Game/Photos (Activity 5 – Attachment1)</p> <p>Notebook (Activity 6 – Attachment 1)</p> <p>Notebook (Activity 7 – Attachment 1)</p>	<p>W</p> <p>I</p> <p>I</p>	<p>10 min.</p> <p>10 min.</p> <p>10 min.</p>
<p>OUTPUT</p>	<p>Activity 8 The T. invites Ss. to work in pairs and to use the two pieces of paper prepared in activity 4. The T. points to a ROW/COLUMN and describes it using simple sentences (known structures: this is a row/column; it’s yellow) and writes them on the WB.</p>			<p>Notebook (Activity 8 – Attachment 1)</p>	<p>P</p>	<p>20 min.</p>

	Then asks Ss. to point to a row/column to produce sentences by turn and write them on the notebook. T. listens to the Ss and corrects and/or gratifies them.					
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***Type of interaction:: I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS**

LESSON 2 – Rows and columns again! (2 h.)

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<i>Warm up of the lesson:</i>	<p>Activity 9</p> <p>The T. asks Ss. if they can remember the story “An unfortunate pirate” and shows them the relative poster.</p> <p>Then the T. hands out two identical white maps of the island with signs of fold; T. asks them to trace on the first one horizontal lines in red and on the second vertical lines in blue.</p> <p>Eventually Ss. colour each spaces (columns and rows) with different paints.</p> <p>The T. explains to the Ss. that they are going to discover new, interesting information about the map to disclose the secret code.</p>	<ul style="list-style-type: none"> • to activate prior knowledge • To start up again children’s interest. 	<ul style="list-style-type: none"> • To understand and practice classroom language 	Worksheet “White map” (Activity 9 – Attachment 1)	W I	10 min.

<p>CORE ACTIVITIES: FIND OUT</p>	<p>Activity 10 The T. draws a square on the WB, divides it into three rows and asks them the names to let them understand that there is no difference: all them are "ROW"; the T. pretends to be confused and then to have an idea:</p> <ul style="list-style-type: none"> • the T. points at the first one and says "Top row" and gets in a specific position (open arms/tippy-toe); then the T. writes "Top row" in that row and invites Ss to repeat the words and the posture. • the T. points at the second row and says "Central row" and gets in a specific position (open arms/straight on two feet); then the T. writes "Central row" in that row and invites Ss to repeat the words and the posture. • the T. points at the third row and says "Bottom row" and gets in a specific position (open arms/down on the knees); then the T. writes "Bottom row" in that row and invites Ss to repeat the words and the posture.. <p>Then the T. draws a second square on the WB, divides it into three columns and asks Ss the names to let them understand that there is no difference: all them are "COLUMN"; the T. pretends to be confused and then to have an idea:</p> <ul style="list-style-type: none"> • the T. points at the first one and 	<ul style="list-style-type: none"> • To review "up", "down", "left", "right" • To name different rows in a simple grid (3x3) <ul style="list-style-type: none"> • To name different column in a simple grid (3x3) • To identify a specific row/column by its name • To consolidate specific terminology: row, column, left, right, central, top, bottom • To practice identifying certain row and/or column 	<ul style="list-style-type: none"> • To understand and practice classroom language • to repeat new words with a correct pronunciation/intonation • to read new words with a correct pronunciation/intonation • to copy/write words and structures correctly • To consolidate new terminology: cave, pond, waterfall, ... • To consolidate the name of colours • To practice asking and answering (What's in the "...row/column?" , where is the ...? , ...) • to answer to simple questions (What colour is it? What is it? Is it vertical? ...) • to produce simple sentences (this is the port; it's in the top row,...) 	<p>WB Folded sheets of Paper Crayons / Felt-tip pens Notebooks</p> <p>Photos (Activity 10 – Attachment 1)</p> <p>Photos (Activity 10 – Attachment 2)</p> <p>Photos (Activity 10 – Attachment 3)</p>	<p>W</p>	<p>30 min.</p>
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<p style="text-align: center;">SORT OUT</p>	<p>says “Left column” and gets in a specific position (stand straight pointing at children’s left side); then the T. writes “Left column” in that column and invites Ss to repeat the words and the posture.</p> <ul style="list-style-type: none"> • the T. points at the second column and says “Central column” and gets in a specific position (stand straight with arms next to the body); then the T. writes “Central column” in that row and invites Ss to repeat the words and the posture. • the T. points at the third column and says “Right column” and gets in a specific position (stand straight pointing at children’s right side); then the T. writes “Bottom column” in that column and invites Ss to repeat the words and the posture. <p>The T. invites Ss. to copy the pictures and the words on the WB in their notebooks.</p> <p>Activity 11 (interaction - speaking: simple game) The T. stand in front of the class and says “Top/Central/Bottom row” or “Left/Central/Right column”; Ss. has to stand in the corresponding position. Then the T. stand in front of the class in a specific position and Ss. has to says “Top/Central/Bottom row” or “Left/Central/Right column”. Ss. in turn take the place of the T.</p> <p>Activity 12 (reading)</p>			<p>Photos (Activity 10 – Attachment 4)</p> <p>Photos (Activity 10 – Attachment 5)</p> <p>Photos (Activity 10 – Attachment 6)</p> <p>Photos (Activity 11 – Attachment 1)</p>	<p>I</p> <p>W – I</p> <p>W – I</p> <p>W – I</p>	<p>10 min.</p> <p>10 min.</p>
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OUTPUT	<p>The T. writes “Top/Central/Bottom row” or “Left/Central/Right column” on the WB, then call out a S. to point to the correct space. Ss. do the same in their notebooks (they put a tick) and check, looking at the WB.</p> <p>Activity 13 (writing) The T. points to a “Top/Central/Bottom row” or a “Left/Central/Right column” on the WB and then call out a S. to copy/write the correct name. Ss. do the same in their notebooks and check, looking at the WB.</p> <p>Activity 14 The T. hands out one map of the pirate’s island to each student and asks/shows them to trace in red the horizontal lines that represent the horizontal folds; then the T. asks/shows Ss to trace in blue the vertical lines that represent the vertical folds. The T. asks Ss to fold the map along the lines. Then the T. asks to colour some specific places on the map to call to mind the new words. Now the T. asks about where the places are in the map and Ss. point, name them and answer using “Top/Central/Bottom row-Left/Central/Right column”. The T. invites some Ss. to take her place and to ask to other Ss...</p>			Map “An unfortunate pirate” worksheet (Activity 14 - Attachment 1 and 2: worksheet and photos)	W – I I W - I	10 min. 5 min. 10 min. 5 min.
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	<p>Activity 15 The T. invites Ss. to work in pairs. The T. points to a picture and describes it using simple sentences (known structures: this is the port; it's in the top row) and writes them on the WB. Then asks Ss. to point to a picture to produce sentences by turn and write them in the notebook. T. listens to the Ss and corrects and/or gratifies them.</p>			<p>Notebook (Activity 15 - Attachment 1: photos)</p>	<p>P</p>	<p>5 min. 25 min.</p>
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***Type of interaction::** I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

WORK IN PROGRESS:

LESSON 3 – Now ...lots of squares! (2 h.)

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<i>Warm up of the lesson:</i>						
CORE ACTIVITIES:						

***Type of interaction::** I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 4 – Friendly squares! (2 h.)

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<i>Warm up of the lesson:</i>						
CORE ACTIVITIES:						

*Type of interaction:: **I**- Individual;; **P**- Pair Group; **G**- Group; **W**- WHOLE CLASS

ASSESSMENT	
	<p>FORMATIVE ASSESSMENT (on going process): </p> <p>SUMMATIVE ASSESSMENT (written and oral tests / resources/): </p>

Cover

Teaching notes