## CLIL EXCELLENCE for PRIMARY SCHOOLS

## LEARNING UNIT FORMAT

**Subject Area: Literacy/Science/History/Maths/Arts/P.E./ICT/Coding**          **Topic: THE VERY HUNGRY CATERPILLAR**

**Class    1**          **Number of *lessons  3 + 1 for Assessment and task (compito di realtà)***

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*WALT*  **- We are Learning To-:**
During the learning unit
Children will be able to <u>know</u>: the name of colours/ fruits/ days of the week/ parts of the day/ the division of time (before-now-after)

Children will be able to <u>do</u>: count 1/10, answer short feedback questions, say the colours, recognize the different fruits, create pen-holders.

Children will be able to <u>be aware of</u> : the processes within a life cycle

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

- ACTIVATION
- <u>CORE ACTIVITIES</u> 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.

**LESSON 1: THE VERY HUNGRY CATERPILLAR**

| Steps | Lesson description | CONTENT OBJECTIVES | LANGUAGE OBJECTIVES | RESOURCES | TYPE of INTERACTION* | TIMING |
|---|---|---|---|---|---|---|
| *ACTIVATION of the learning unit* | The teacher enters the class with a caterpillar puppet in his/her bag. After saying "I have a surprise for you!", inviting the children to touch the bag, s/he will ask "Is it hard (miming so to help) or soft"? After that, s/he will show the puppet, inviting the children to say the name "caterpillar" and describe it. | The caterpillar<br>Colours<br>Matter: hard/soft | Is it…<br>hard/soft<br>Yes, it is/No it isn't. | A caterpillar puppet | W | **10'** |
| *CORE ACTIVITIES* | The teacher will read the book by Eric Carle (or invite the children to watch the video s/he had previously arranged with EdPuzzle, so to stop and ask feedback questions). | The very hungry caterpillar (storytelling) Days of the week; parts of the day, before-now-after (history); healthy food vs junk food, the life cycle (science); numbers 1-10 (Maths) | Egg, caterpillar, cocoon, butterfly, name the different colours and foods;<br>How many? (how many days are in a week?)<br>What day is it? | Story book, Realia,<br>IWB+PC+internet,<br>Book(s),<br>Class materials, | W | **20'** |
| | The teacher will invite children to look at specific food/fruits and say about their preferences.<br>They will sing "Do you like broccoli ice cream" song | Questions and answers about likes and dislikes | I like / I don't like, Do you like.../Yes, I do/No, I don't | Food flashcards, IWB+PC+internet, realia; | W | **15'** |
| | The teacher will divide the class in groups giving each group a paper dish. Each group will pick a card, saying the day of the week, and stick on it the number and the fruit/food, so to rebuild the story of the caterpillar in a big wallpaper. | | | Paper/Plastic dishes; cards with fruits/food/numbers /days of the week | G | **15'** |

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

**LESSON 2: THE LIFE CYCLE OF A BUTTERFLY**

| Steps | Lesson description | CONTENT OBJECTIVES | LANGUAGE OBJECTIVES | RESOURCES | TYPE of INTERACTION* | TIMING |
|---|---|---|---|---|---|---|
| *Warm up of the lesson:* | The teacher will show the class some flashcards representing the different stages of the butterfly life cycle. Children will have to say the correct names. Then s/he will hide one of the cards at the time and children will have to say the right name. Matching game: Children will have to match the pictures to the right name (see attachment - a.-b.) | <u>The life cycle of a butterfly</u> | Egg, caterpillar, cocoon/pupa, butterfly | Flashcards Book(s), Exercise book, IWB, PC, internet | W | **10'** |
| *CORE ACTIVITIES:* | The teacher will show the different stages of the butterfly's life cycle and place the flashcards in the right order. Then s/he will mix the cards and students will have to reorder the process. In the end, the whole class will write a short passage (cloze test) | The different steps of the life cycle of a butterfly: from egg to butterfly | Egg, caterpillar, cocoon/pupa, butterfly Before, now, then, after | Flashcards IWB, pc, internet Webtools: LearningApps (https://learningapps.org/display?v=p4uv4asu319 ) | W - I | **20'** |
| | Each child will be given a Quiver Colouring Page to complete with a scene of the caterpillar (http://www.quivervision.com/coloring-packs/#celebrate-dot-day ). Thanks to the App, the Teacher will show each child what's happening in 3D | 3D Augmented reality | What will happen next? What can you see? | Quiver Colouring Pages: Dot Day | I | **20'** |
| | The teacher will show the children how to create a butterfly pen holder. Children can create the craft in class (material provided by the teacher) or at home. | Arts&Crafts: A butterfly pen holder | | Empty toilet roll, coloured card papers, | W-I | **10'** |

| | | | | scissors, pencils, rulers, glue, coloured markers, recycled cardboard box (http://www.craftsboom.com/2014/10/butterfly-pen-holder.html) | | |

**LESSON 3: FROM THE EGG TO THE BUTTERFLY**

| Steps | Lesson description | CONTENT OBJECTIVES | LANGUAGE OBJECTIVES | RESOURCES | TYPE of INTERACTION* | TIMING |
|---|---|---|---|---|---|---|
| *Warm up of the lesson:* | The teacher will invite the children to recall the story of the very hungry caterpillar and match the days of the week and the food, creating a big flap-book | <u>Days of the week; food, healthy food, junk food</u> | WHEN did it eat…? ON what day…? Is this healthy/junk food? | coloured card papers, scissors, pencils, glue, coloured markers | W | 10' |
| *CORE ACTIVITIES:* | The teacher will bring the class to the GYM and will set a "coding mat" with an algorithm revisiting the path of the caterpillar (see attachment). The class will be invited to follow the directions and complete the path | Directions; Orienteering; Coding | Go straight on, turn right/left; Place prepositions; | Coding mat | W-I | 30' |
| | "Who am I?" Game - The teacher, in turn, will call a student at a time and according to the rules of the "Who am I?" game will engage the class in a question/answer task. Each child will have to ask if s/he is one of the fruits according to the colours. The children will write short sentences (e.g. the plum is purple) | Colours; short anwers | Am I…? Yes, you are/No, you aren't. What colour is…? Is the apple red? Yes it, is/No, it isn't. | Post-it; flashcards | | 20' |
| | The class will be engaged in the Hour of Code | Coding, orienteering | Go straight on, turn right/left; Place prepositions; | http://code.org | | 60' |

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

| ASSESSMENT | FORMATIVE ASSESSMENT (on going process): |
|---|---|
| | according to the participation and how the pupils worked (see attachment) |
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| | SUMMATIVE ASSESSMENT (written and oral tests / resources/): |
| | Written: Reorder the text - write a short summary |
| | Oral Interaction: retelling the story; ask and answer about the story |
| | Online Interaction: *(Learning Apps, Kahoot, eTwinning)* |
| | Reading: Read the story and answer the questions (Reading + Reading comprehension) |
| | - see attachment - |

**FOLLOW UP**

"Days of the week" > A complete module with different games to fix the topic, then: months, seasons (the wheel of the seasons)

"The five senses" > Starting from "Brown bear, brown bear, what do you see?"