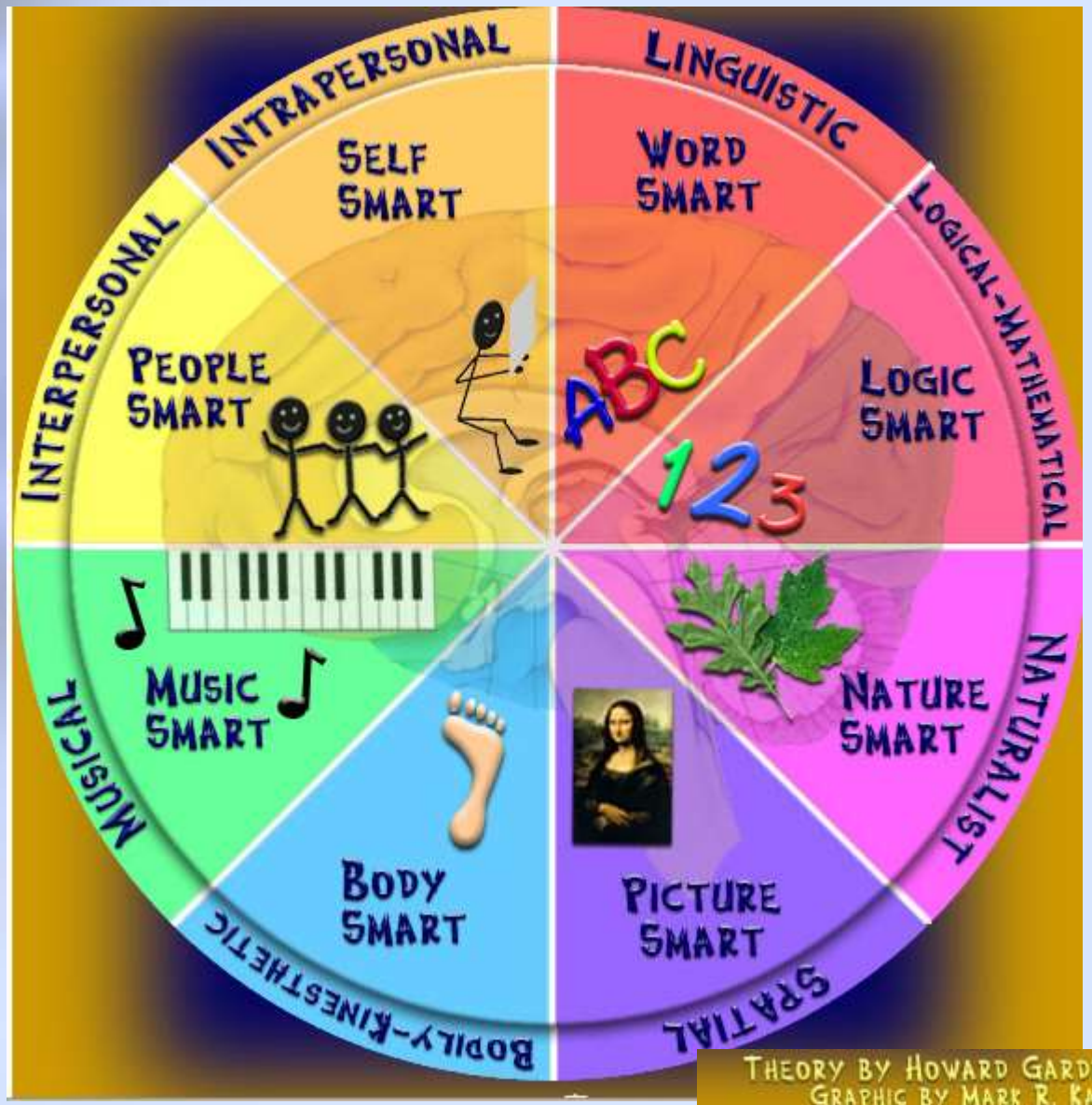
Florence University
October2019
CLIL
With children
Francesca Mancini
University lecturer-Teacher trainer
eTwinning
ambassador

LO STUDIO MI PERSEGUITA...
...ma io
sono + veloce...

Multiple Intelligences



Theory by Howard Gardner
Graphic by Mark R. Kaser
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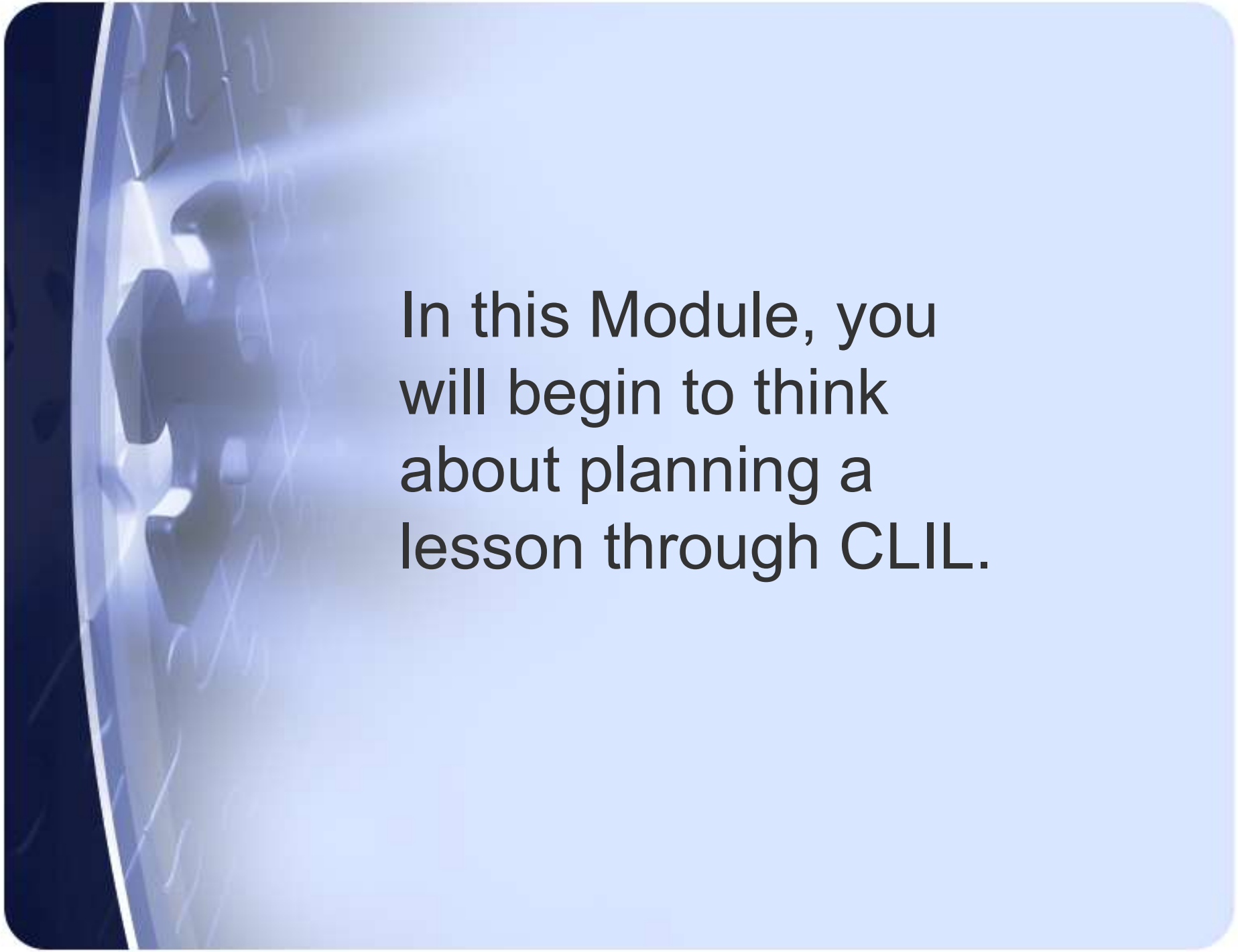
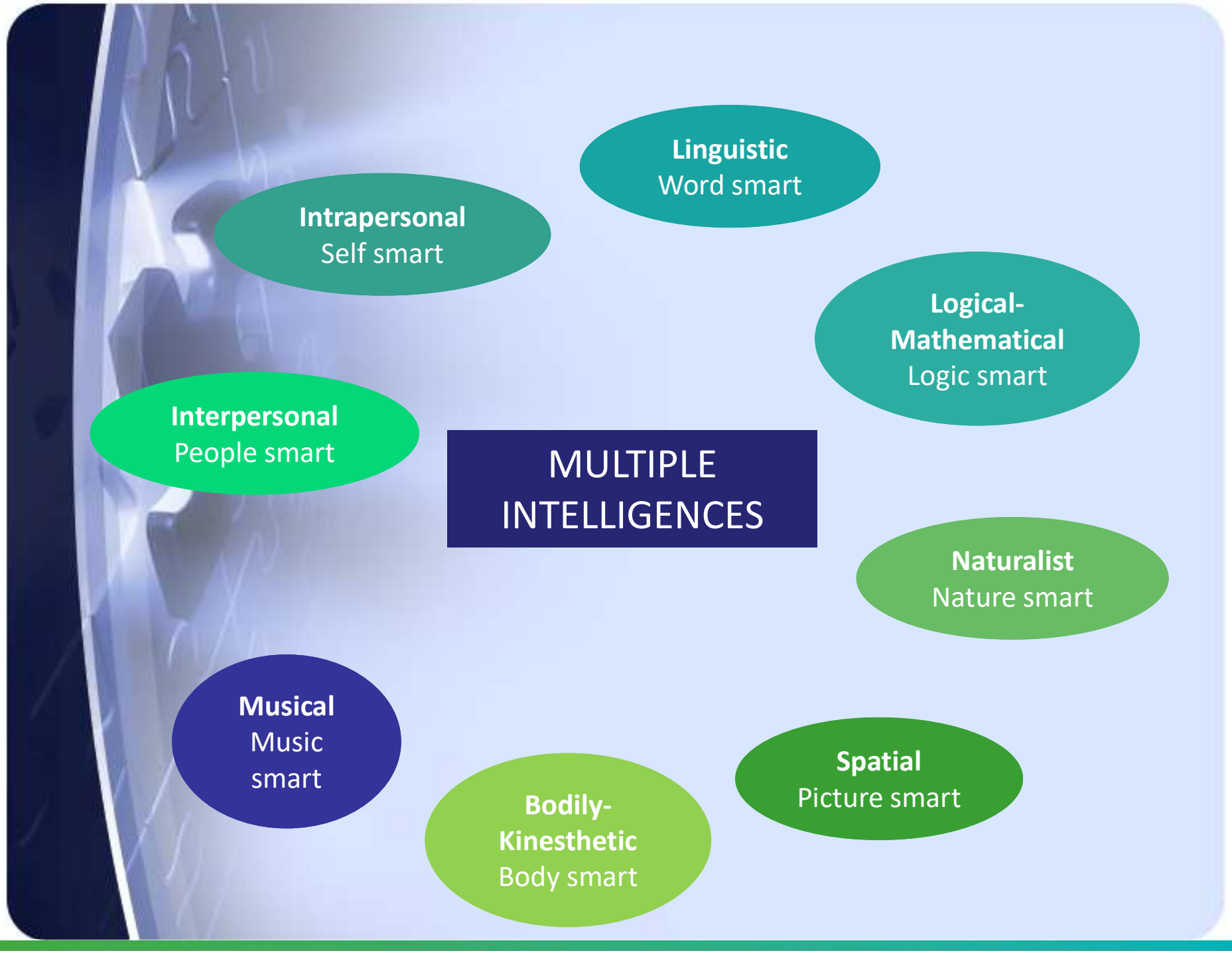
“the younger the children are, the more holistic learners they will be.”
Sarah Phillips

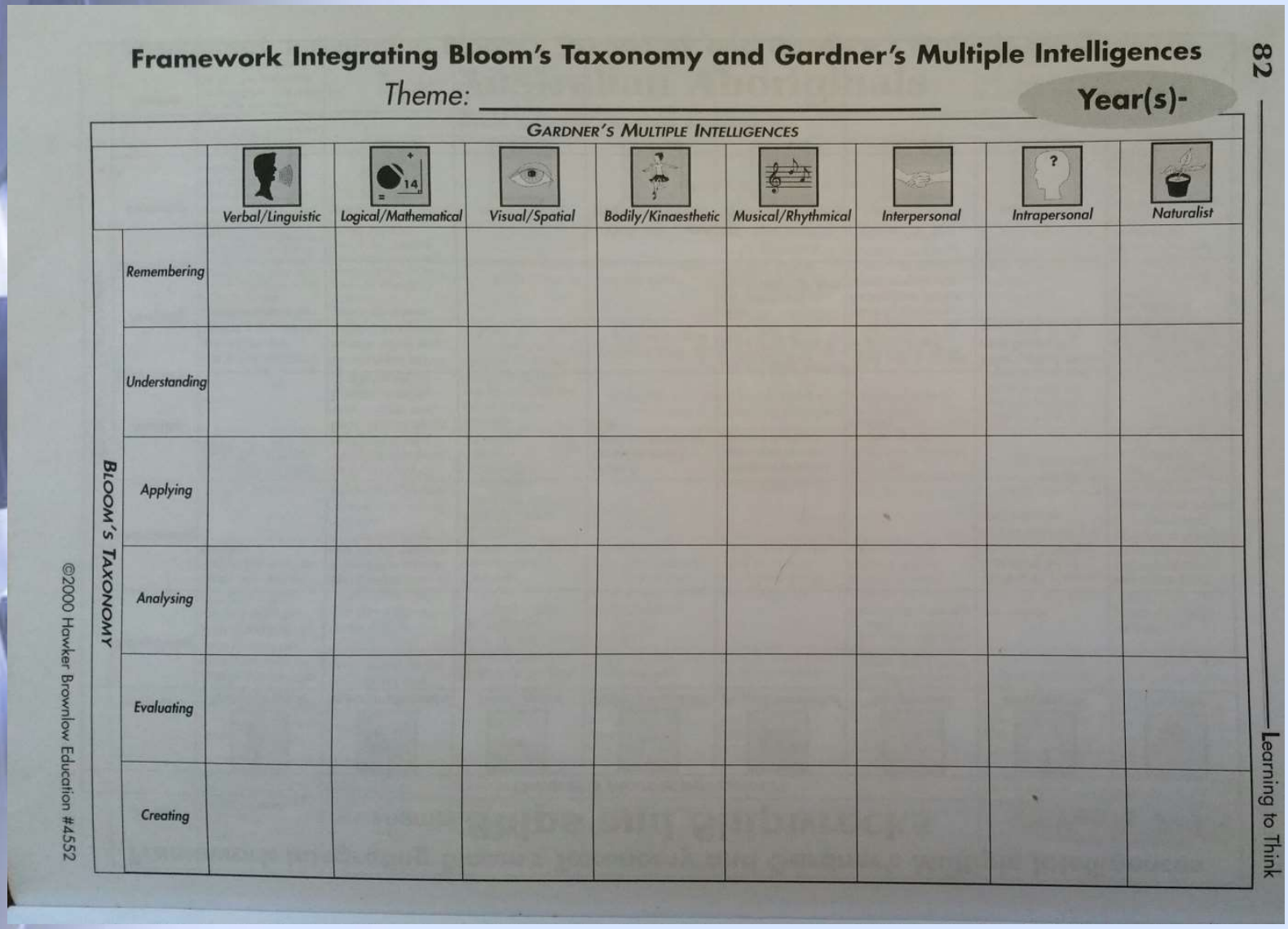
ZPD Lev Vigotskij

e

Scaffolding Jerome Bruner


In this Module, you will begin to think about planning a lesson through CLIL.


Linguistic
Word smart
Intrapersonal
Self smart
Logical-
Mathematical
Logic smart
Interpersonal
People smart
MULTIPLE
INTELLIGENCES
Naturalist
Nature smart
Musical
Music
smart
Spatial
Picture smart
Bodily-
Kinesthetic
Body smart



Framework Integrating Bloom's Taxonomy and Gardner's Multiple Intelligences

Theme: _____ Year(s)-

Bloom's Taxonomy	Verbal/Linguistic	Logical/Mathematical	Visual/Spatial	Bodily/Kinaesthetic	Musical/Rhythmical	Interpersonal	Intrapersonal	Naturalist
Remembering								
Understanding								
Applying								
Analysing								
Evaluating								
Creating								

Gardner's Multiple Intelligences

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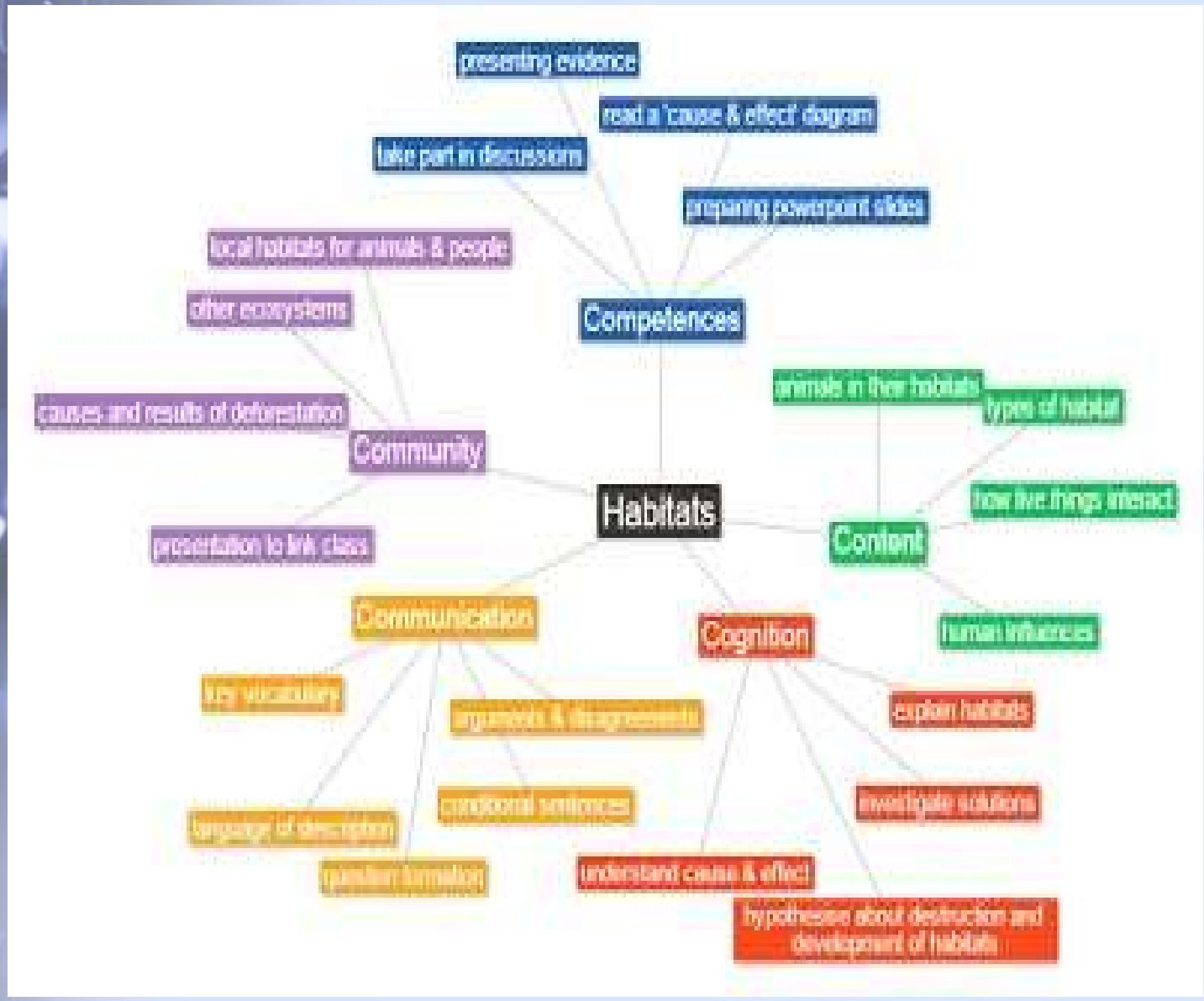
Michael Pohl *Learning to Think Thinking to Learn* ,
Hawker Brownlow Education Australia 2000

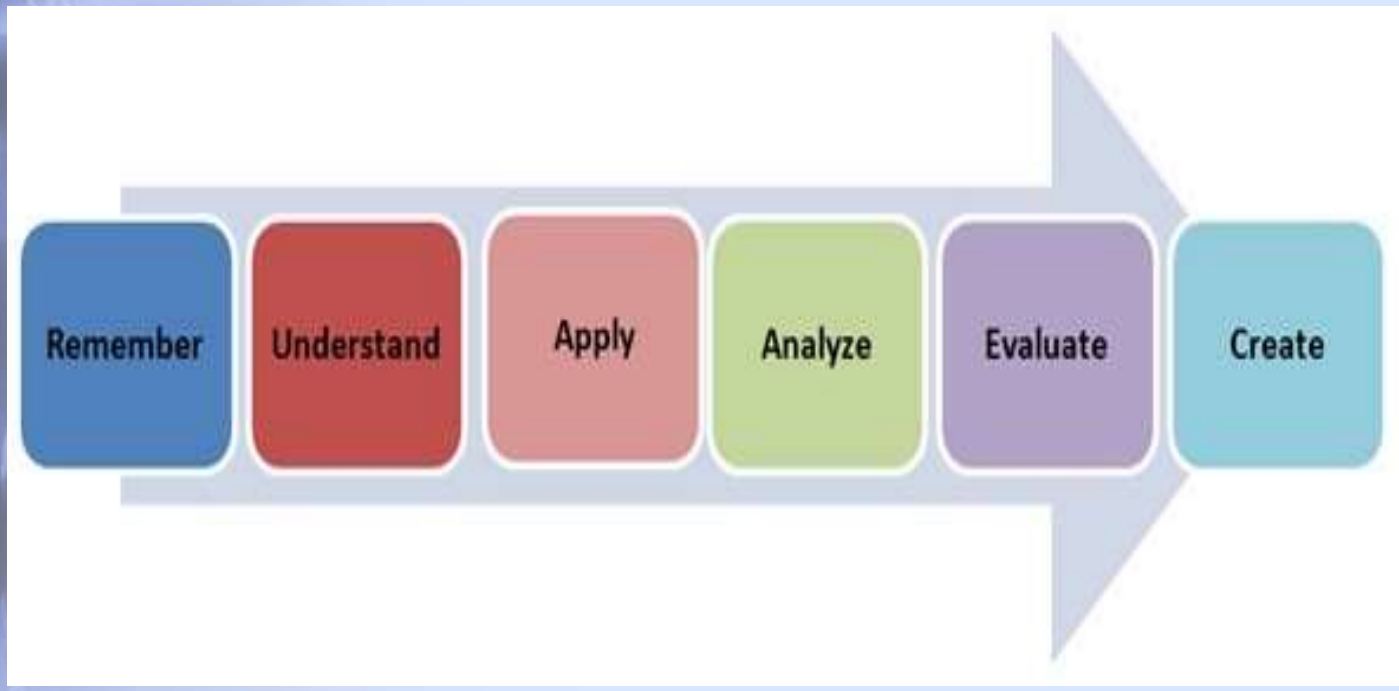
The 5 Cs can be shown graphically. Here is a Mind Map to show how a teacher has started planning a lesson to take the 5Cs into account.

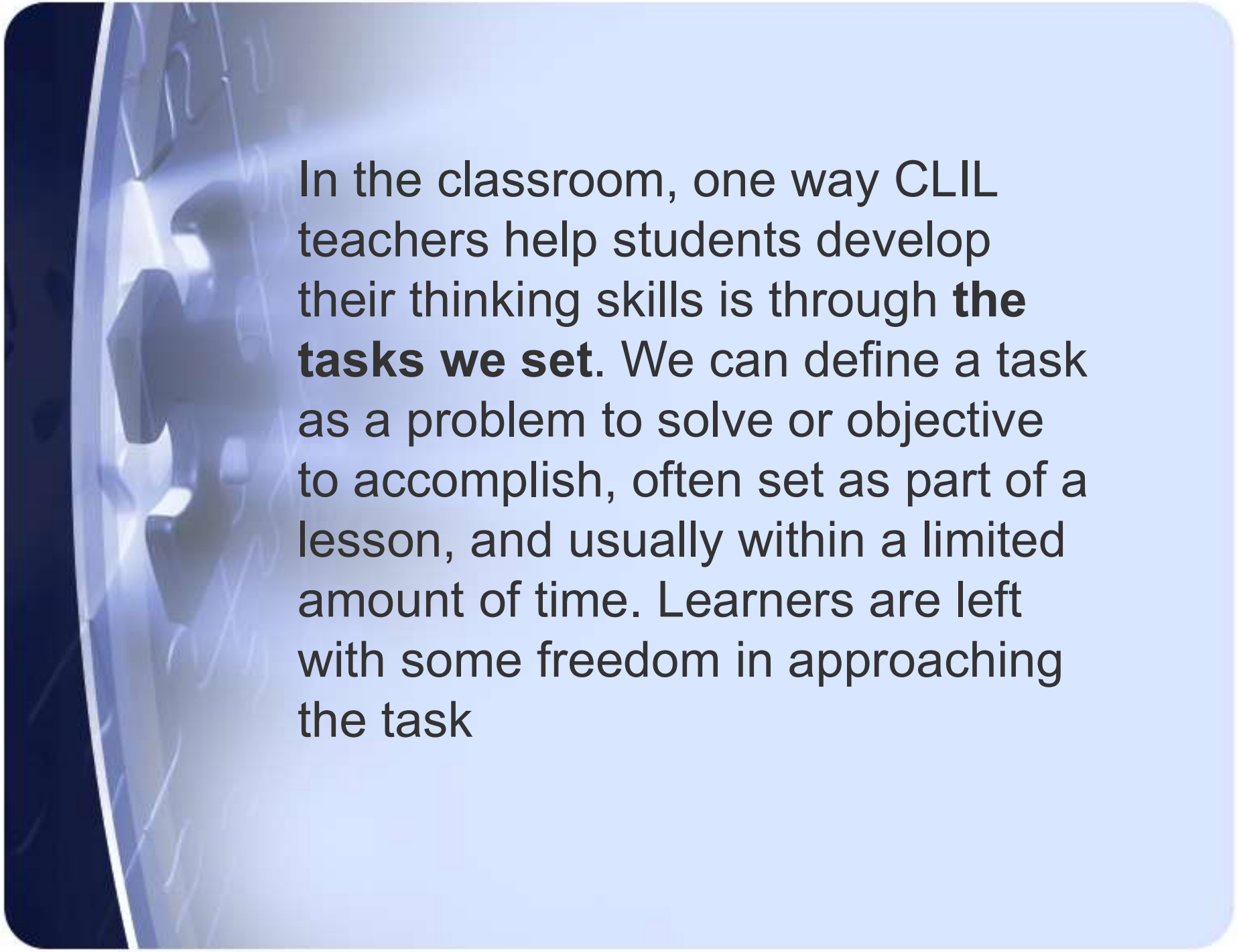

presenting evidence
read a 'cause & effect' diagram
take part in discussions
preparing powerpoint slides
local habitats for animals & people
other ecosystems
Competences
animals in their habitats
types of habitat
causes and results of deforestation
Community
Habitats
how live things interact
presentation to link class
Content
Communication
Cognition
human influences
key vocabulary
arguments & disagreements
explain habitats
conditional sentences
investigate solutions
language of description
question formation
understand cause & effect
hypothesise about destruction and development of habitats

In pairs
Choose one topic
trying to respect the 5 cs
Cognition one of the 5 Cs

You may be familiar with Bloom's Taxonomy of Thinking Skills.
It was revised by Anderson and Krathwohl in 2004.
It includes a focus on knowledge processes.

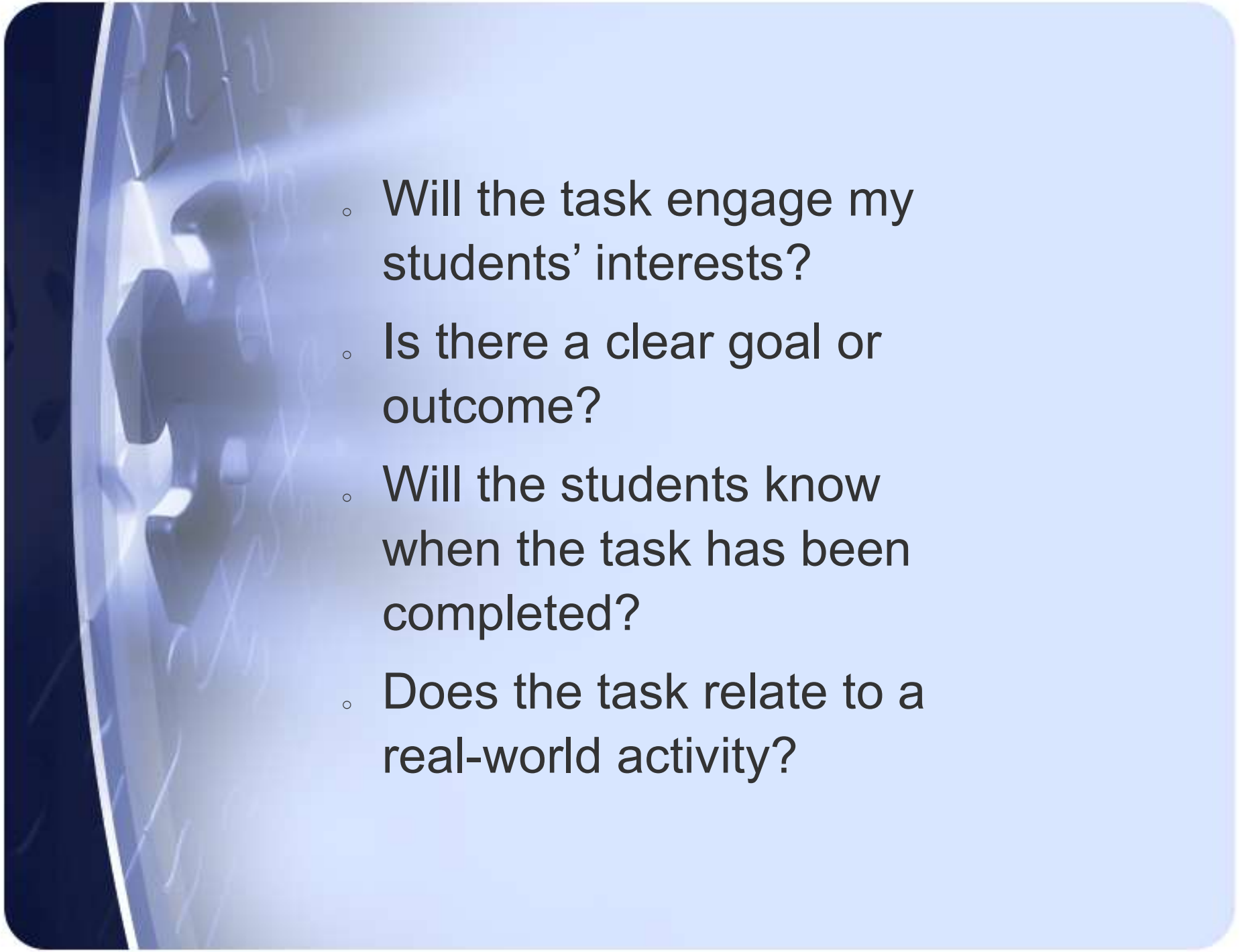
Here is a **diagram** showing the progression of the 6 Thinking Skills:


Remember
Understand
Apply
Analyze
Evaluate
Create



In the classroom, one way CLIL teachers help students develop their thinking skills is through **the tasks we set**. We can define a task as a problem to solve or objective to accomplish, often set as part of a lesson, and usually within a limited amount of time. Learners are left with some freedom in approaching the task

create/invent/
plan/compose/
construct/design
/imagine
name/describe/
find/list/state
CREATE
REMEMBER
rate/
recommend/
justify/assess
/prioritise/
decide
EVALUATE
UNDERSTAND
explain/
compare/
discuss/predict
/outline
ANALYSE
APPLY
contrast/examine/
identify/investigate
/categorise
show/complete/
classify/examine/
solve/illustrate



- Will the task engage my students' interests?
- Is there a clear goal or outcome?
- Will the students know when the task has been completed?
- Does the task relate to a real-world activity?

Let’s now consider the implications of Competence for both CLIL teachers and CLIL students.
Competence is one of the 5 Cs of CLIL. It refers to the measurable or observable knowledge, skills, abilities, and behaviours critical to successful performance.

Competences reflect successful learning outcomes. They are often subject-specific and are an automatic part of any teacher’s lesson planning.

1. Subject-specific competences.
2. Competence as one of the 5 Cs of CLIL can have a wider application than just Content knowledge. It is useful to **consider** Competence in **other applications**

For **example**, 'CLIL Teacher competences' support the development of a rich CLIL learning environment in a wide variety of contexts.

Look at the **diagram** below, which shows areas of competence for CLIL teachers, and **consider the relative importance** of each to you in your own teaching context.

Subject knowledge
Language knowledge
Planning
Co-operation
Learner needs
Development
Evaluation
Cultural awareness
CLIL teacher competences

Assessing your own competences as a CLIL teacher
Planning to develop your competences

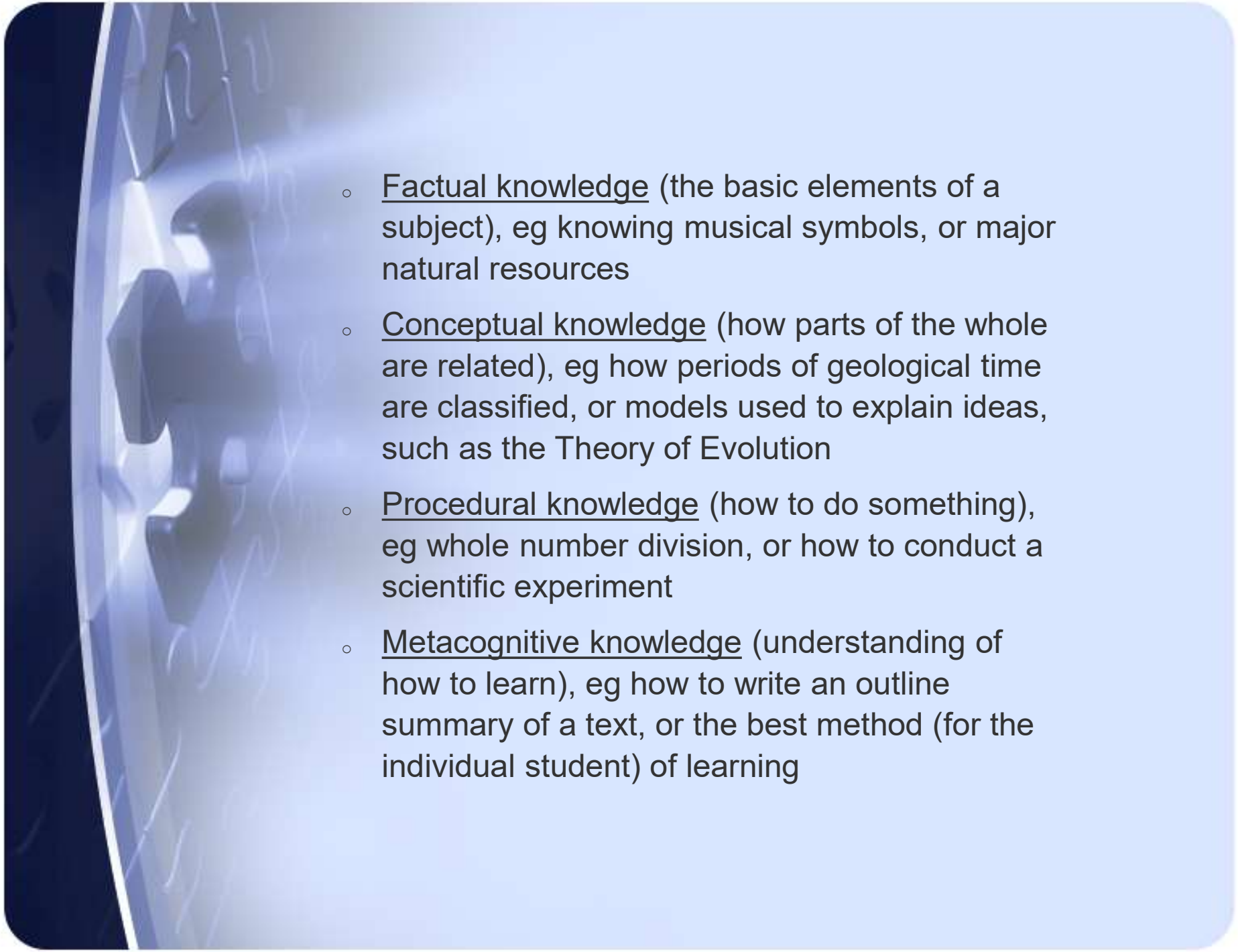
Can do

At the end of this lesson …

children will be able to….

An excellent example of their use for defining language competences is seen the Common European Framework of Reference for Languages. This internationally recognised framework describes language ability in a scale of levels which ranges from A1 for beginners to C2 for those who have mastered a language.

1. Discover an aspect of teaching through CLIL.
2. Download a Learning Diary where you will be asked to perform certain tasks and keep an electronic record of them - your e-portfolio.
3. Build up a framework of the components of a CLIL lesson in a Pre-Assignment Planning e-Record
4. Reflect upon what you have learnt, to be able to discuss your experiences with other teachers on the course.



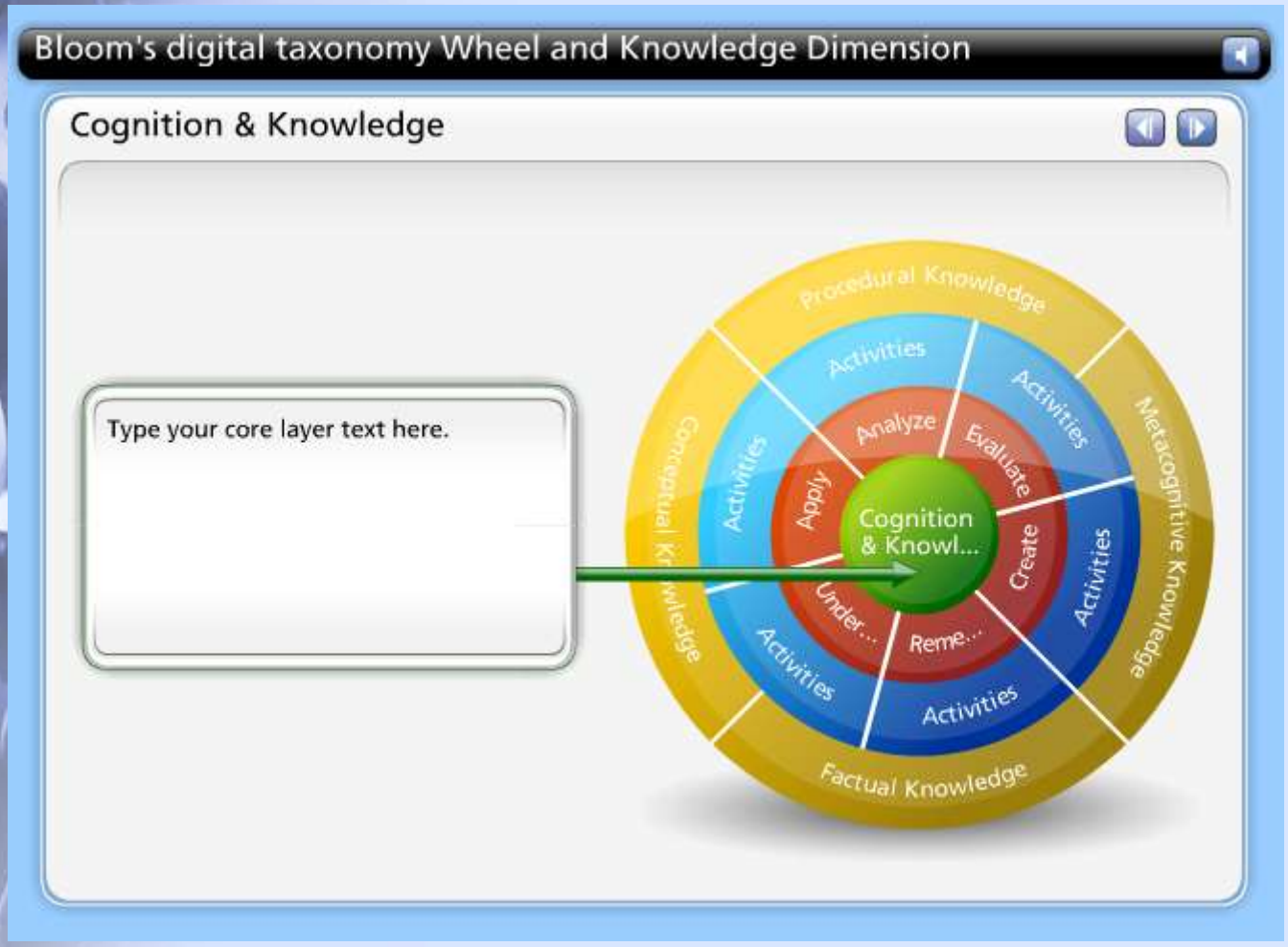
- Factual knowledge (the basic elements of a subject), eg knowing musical symbols, or major natural resources
- Conceptual knowledge (how parts of the whole are related), eg how periods of geological time are classified, or models used to explain ideas, such as the Theory of Evolution
- Procedural knowledge (how to do something), eg whole number division, or how to conduct a scientific experiment
- Metacognitive knowledge (understanding of how to learn), eg how to write an outline summary of a text, or the best method (for the individual student) of learning

Bloom's digital taxonomy Wheel and Knowledge Dimension

Bloom's digital taxonomy Wheel and Knowledge Dimension

Click next to continue

This wheel consists of the revised Bloom's taxonomy for the 21century and the associated digital activities for each cognitive process. It is interesting how one can use the same tool across the cognitive domains. This implies that the way one uses the tool helps develop the student cognitive process in higher order of thinking (HOT) or lower order of thinking (LOT). Of course tools also have constraints and some of them do not afford to help the students


Bloom's digital taxonomy Wheel and Knowledge Dimension
Cognition & Knowledge
Type your core layer text here.
Procedural Knowledge
Activities
Activities
Metacognitive Knowledge
Activities
Activities
Conceptual Knowledge
Activities
Analyze
Evaluate
Apply
Cognition & Knowl...
Create
Under...
Reme...
Activities
Activities
Factual Knowledge

Bloom's digital taxonomy Wheel and Knowledge Dimension

Remember

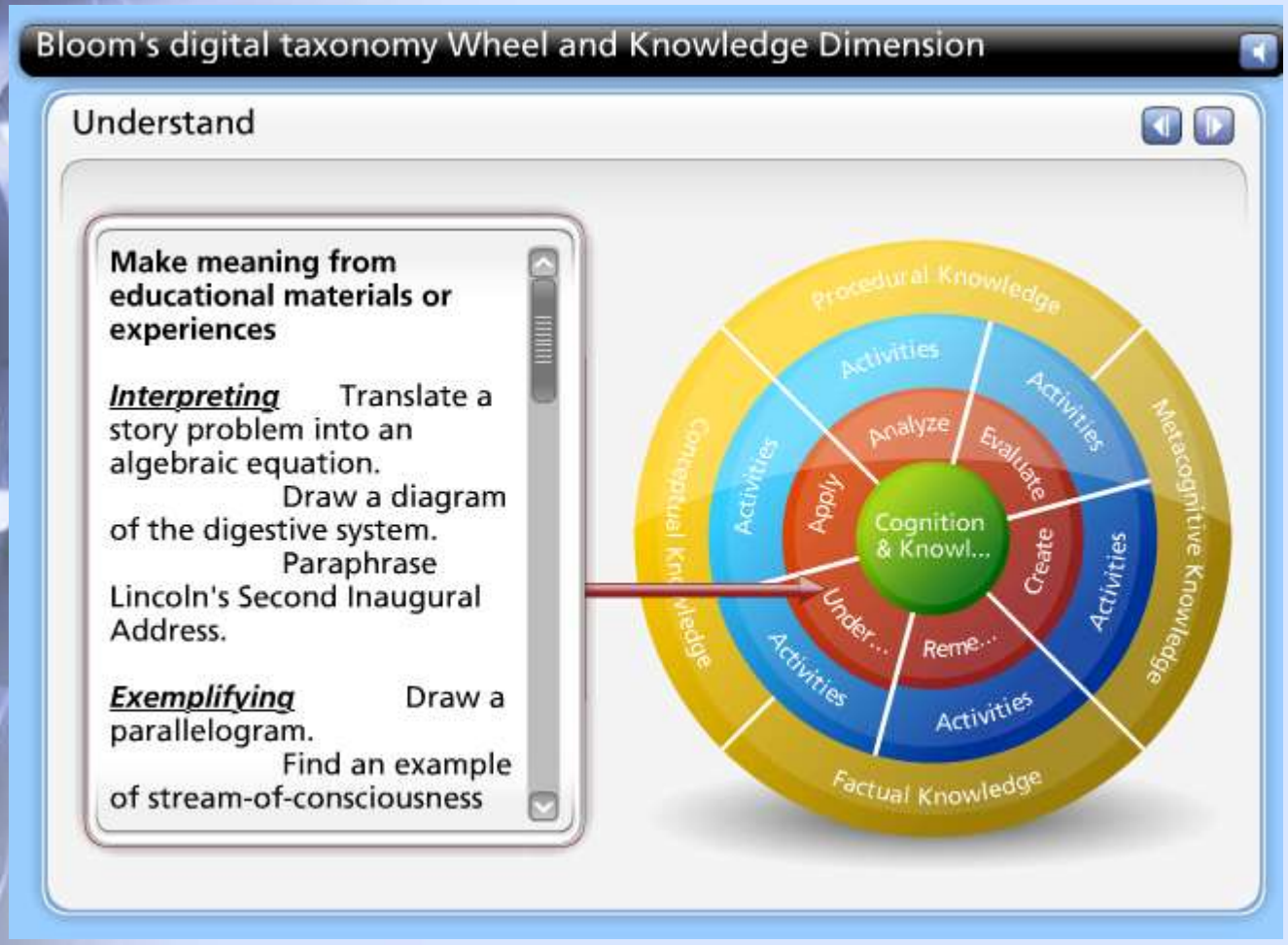
Produce the right information from memory:

Recognizing: Identify frogs in a diagram of different kinds of amphibians.

Find an isosceles triangle in your neighborhood.

Answer any true -false or multiple-choice questions.

Recalling: Name three 19th century women English authors.


Bloom's digital taxonomy Wheel and Knowledge Dimension
Understand
Make meaning from educational materials or experiences
Interpreting Translate a story problem into an algebraic equation.
Draw a diagram of the digestive system.
Paraphrase Lincoln's Second Inaugural Address.
Exemplifying Draw a parallelogram.
Find an example of stream-of-consciousness
Procedural Knowledge
Metacognitive Knowledge
Factual Knowledge
Conceptual Knowledge
Activities
Analyze
Evaluate
Apply
Cognition & Knowl...
Create
Under...
Reme...

Bloom's digital taxonomy Wheel and Knowledge Dimension

Apply

Use a Procedure

Executing Add a column of two-digit numbers.
Orally read a passage in a foreign language.
Shoot a free throw.

Implementing Design an experiment to see how plants grow in different kinds of soil.
Proofread a piece of writing.
Create a budget.

Bloom's digital taxonomy Wheel and Knowledge Dimension

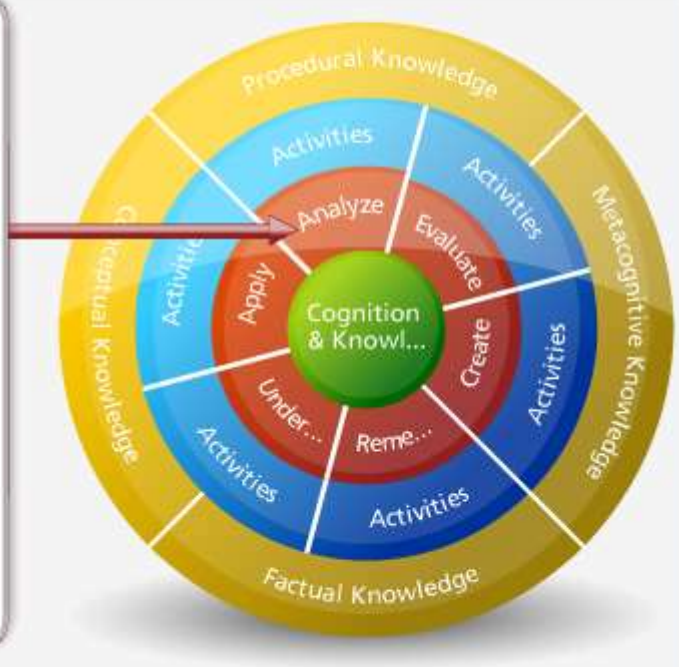
Analyze

Break a concept down into its parts and describe how the parts relate to the whole

Differentiating List the important information in a mathematical word problem and cross out the unimportant information.

Draw a diagram showing the major and minor characters in a novel.

Organizing Place the books in the classroom library into categories.



Bloom's digital taxonomy Wheel and Knowledge Dimension

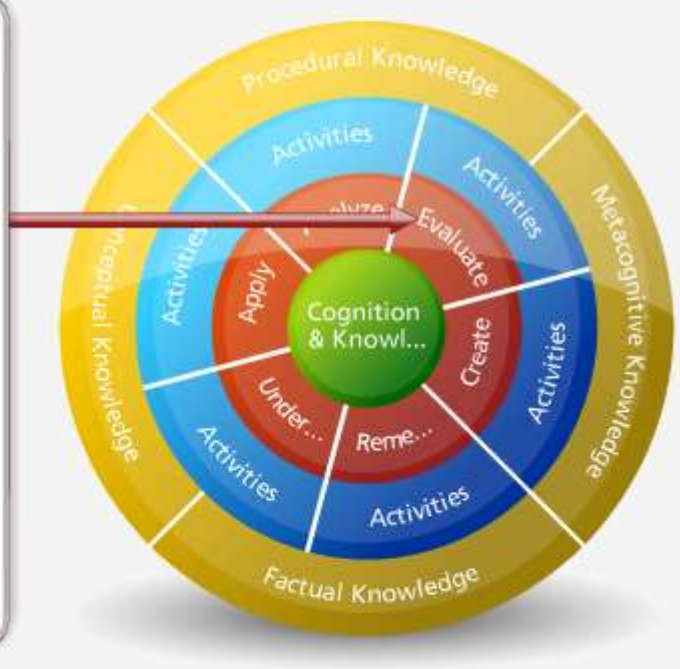
Evaluate

Make judgments based on criteria and standards

Checking Participate in a writing group, giving peers feedback on organization and logic of arguments.

Listen to a political speech and make a list of any contradictions within the speech.

Review a project plan to see if all the necessary steps are included.



Bloom's digital taxonomy Wheel and Knowledge Dimension

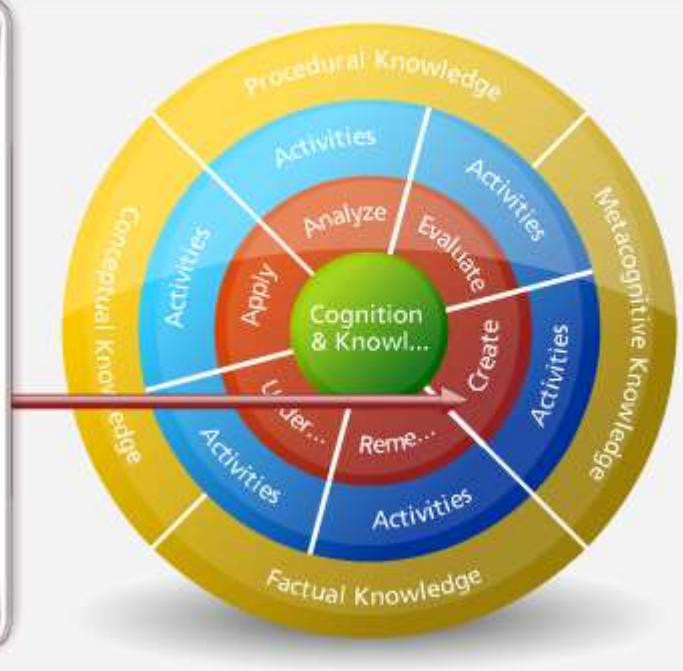
Create

Put pieces together to form something new or recognize components of a new structure

Generating Given a list of criteria, list some options for improving race relations in the school.

Generate several scientific hypotheses to explain why plants need sunshine.

Propose a set of alternatives for reducing dependence on fossil fuels



Bloom's digital taxonomy Wheel and Knowledge Dimension

Activities

Recitation (Word Processing, Mind map, flashcards, presentation tools)

Quiz/Test (Online tools, Word

Bloom's digital taxonomy Wheel and Knowledge Dimension

Activities

Summary (Word Processing, Mind map,
web publishing, Simple DTP products -
blog journals & simple page construction
collaborative documents,

Bloom's digital taxonomy Wheel and Knowledge Dimension

Activities

Illustration (Corel, inkscape, GIMP, Paint,
online tools, Comic creation tools - comic
life, historic tale construction kit, hyper comic)

Simulation (Floor map, graphic tools,
google sketchup, Crocodile software
simulating science

Bloom's digital taxonomy Wheel and Knowledge Dimension

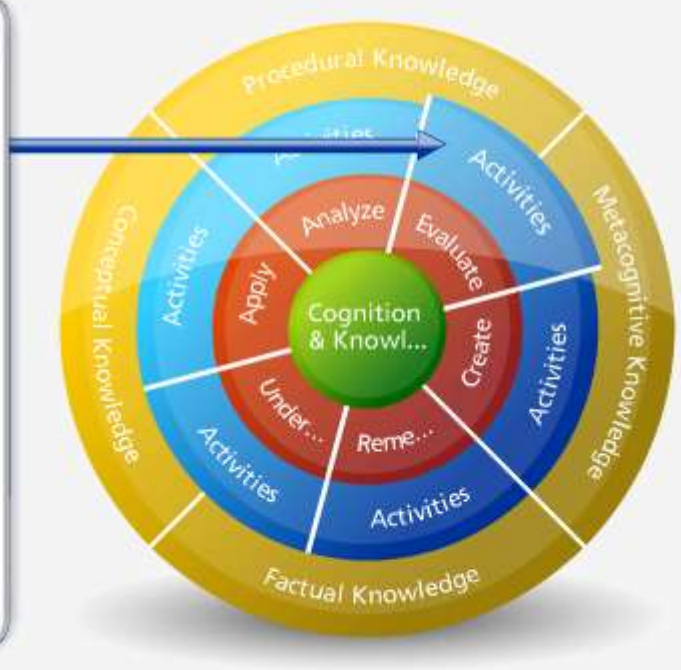
Activities

Survey (Web based tools - survey monkey,
embedded polls and votes, social networking tools etc., Word Processing,
Spreadsheet, email, discussion boards,
cellphones and texting)

Bloom's digital taxonomy Wheel and Knowledge Dimension

Activities

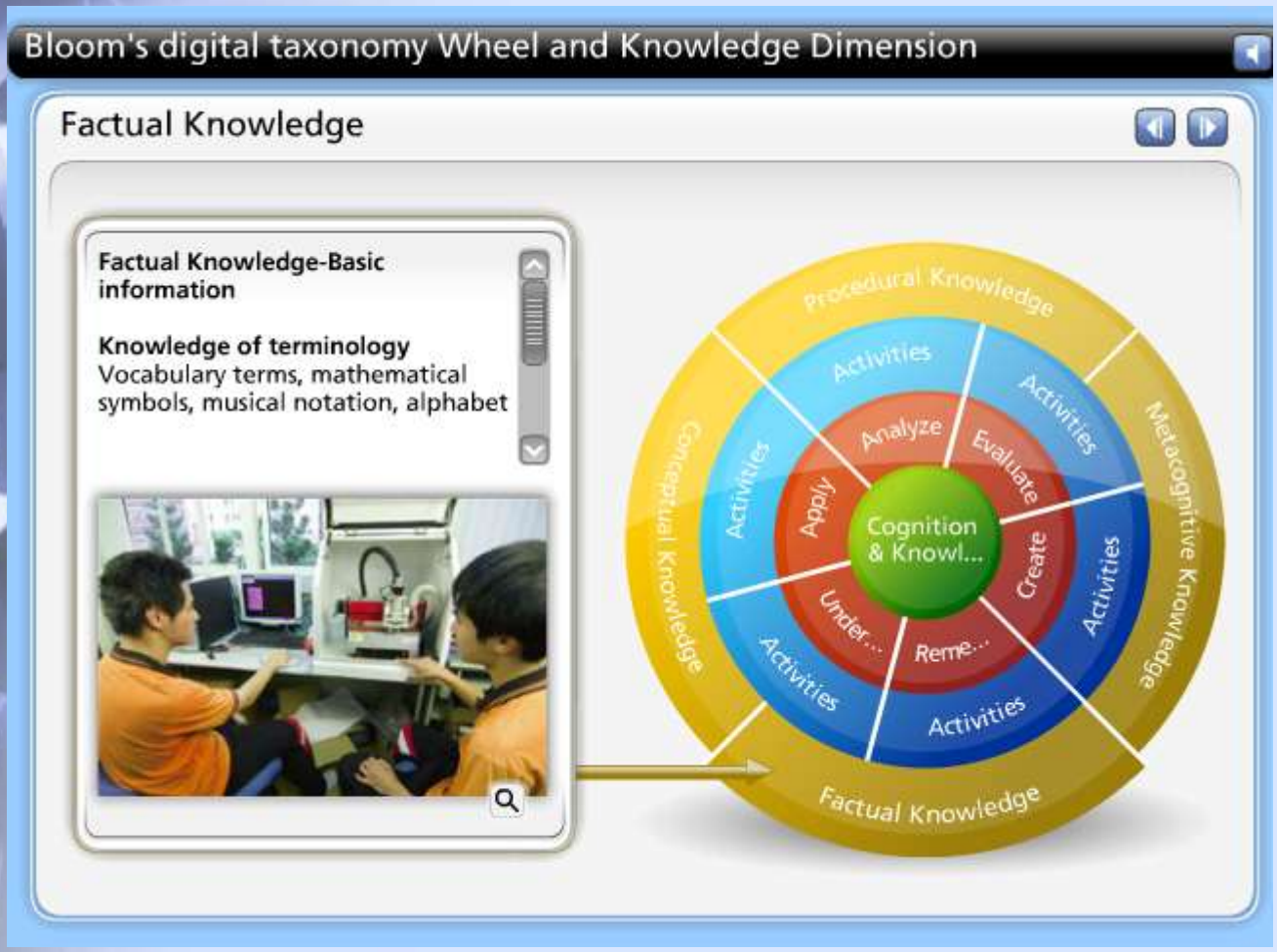
Debate (Word Processing, sound recorder,
podcasting or vodcasting, Mind mapping -
inspiration, free mind, Chatrooms, IM,
email, Discussion boards, video and

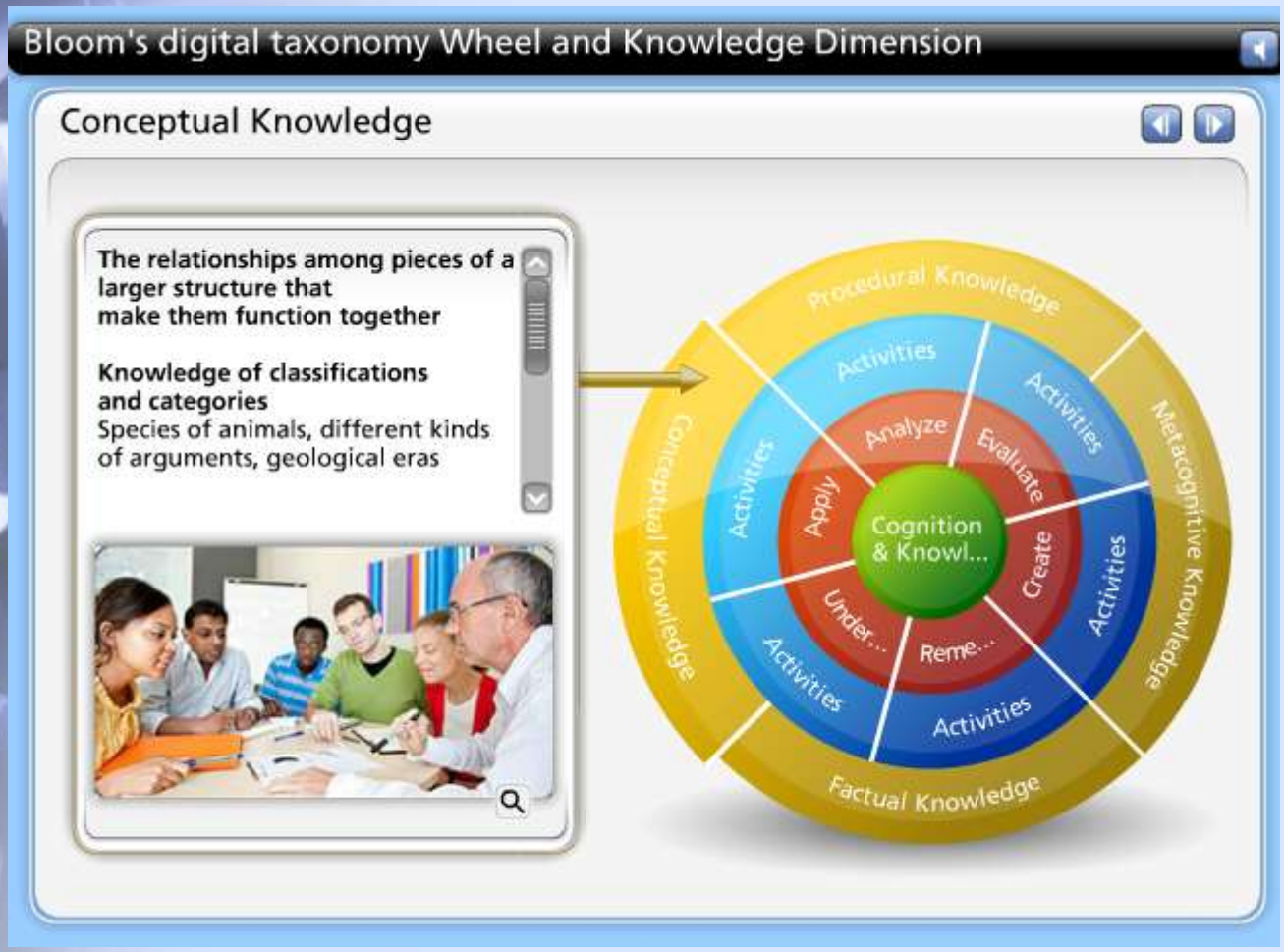


Bloom's digital taxonomy Wheel and Knowledge Dimension

Activities

Film (Movie maker, Pinnacle Studio, Adobe premier
elements Online tools
www.jumpcut.com,
www.eyespot.com,
www.pinnacleshare.com,
www.cuts.com, www.animoto.com,
www.dvolver.com)


Bloom's digital taxonomy Wheel and Knowledge Dimension
Factual Knowledge
Factual Knowledge-Basic information
Knowledge of terminology
Vocabulary terms, mathematical symbols, musical notation, alphabet
Procedural Knowledge
Metacognitive Knowledge
Conceptual Knowledge
Factual Knowledge
Activities
Analyze
Evaluate
Apply
Cognition & Knowl...
Create
Under...
Reme...

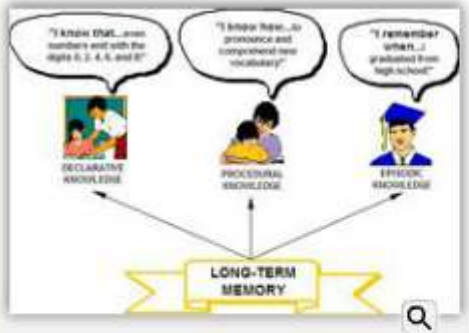

Bloom's digital taxonomy Wheel and Knowledge Dimension
Conceptual Knowledge
The relationships among pieces of a larger structure that make them function together
Knowledge of classifications and categories
Species of animals, different kinds of arguments, geological eras
Procedural Knowledge
Metacognitive Knowledge
Conceptual Knowledge
Factual Knowledge
Activities
Analyze
Evaluate
Apply
Cognition & Knowl...
Create
Under...
Reme...

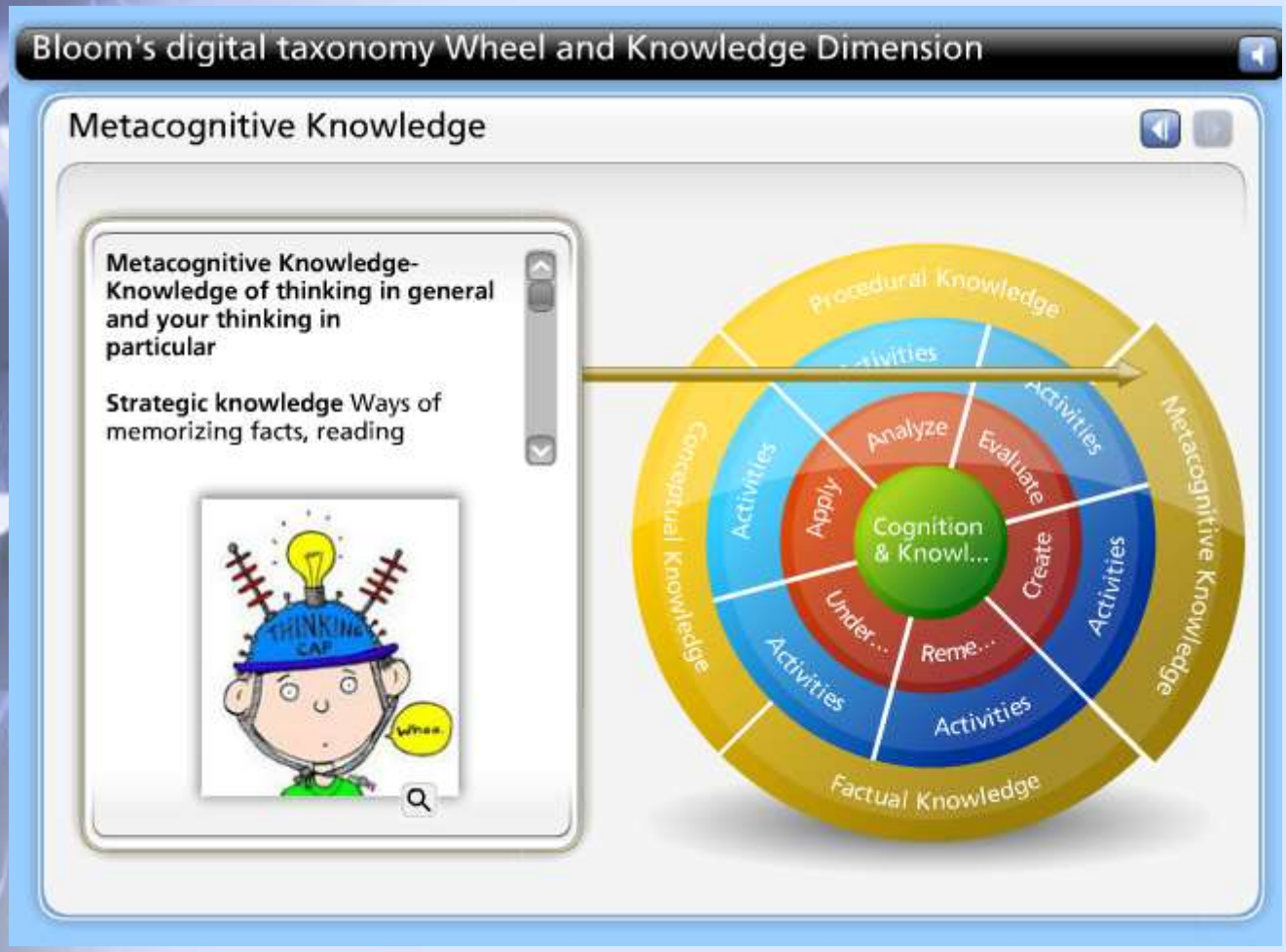
Bloom's digital taxonomy Wheel and Knowledge Dimension

Procedural Knowledge

Procedural Knowledge-How to do something

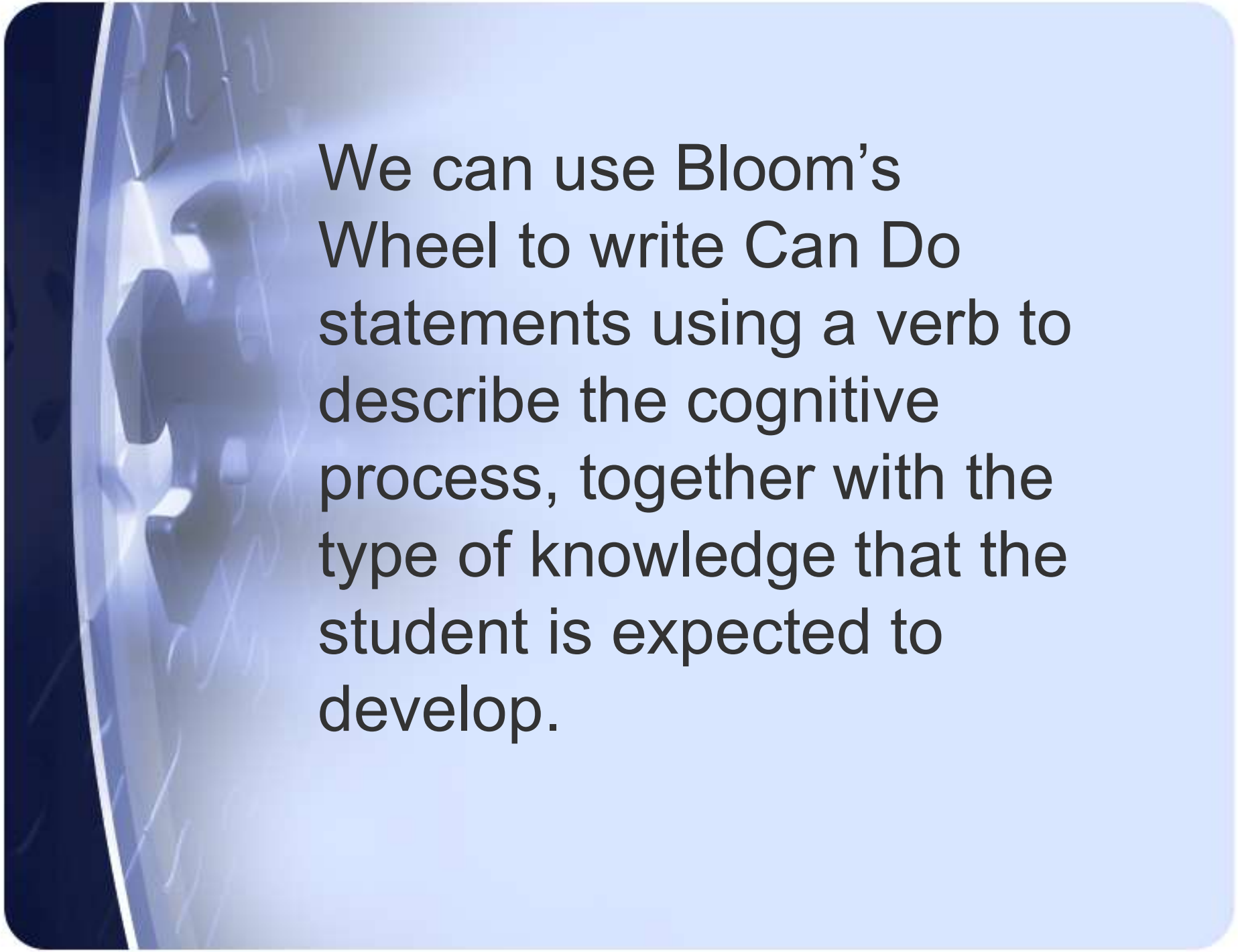
Knowledge of subjectspecific skills and algorithms
Procedure for solving quadratic





http://eductechalogy.org/swfapp/blooms/wheel/engage.swf

Can Do statements as learning outcomes are often a combination of the thinking skills in Bloom's Taxonomy and the types of knowledge he defined.


We can use Bloom's Wheel to write Can Do statements using a verb to describe the cognitive process, together with the type of knowledge that the student is expected to develop.

Cognitive Process	Can	Do (the Thinking Skill)	Knowledge
Remember	I can	recognise & recall	the dates of important events in recent american history
Understand	I can	give examples	of different painting styles
		classify	minerals
		write a summary	of a video presentation
Apply	I can	divide	one whole number by another whole number
Analyse	I can	structure	evidence for and against a particular interpretation of a historical event
		recognise	the point of view of the author of an article
Evaluate	I can	determine	if conclusions follow from data
		judge	if the solution to a problem is valid
Create	I can	devise	a procedure for completing the task
		design	a model of a building

COMMUNICATION

This segment gives you the opportunity to think about and practise some ideas for

teaching language.

Communication as one of the 5 Cs of CLIL refers primarily to the use of a targeted language for learning. For the subject being taught through CLIL, students need

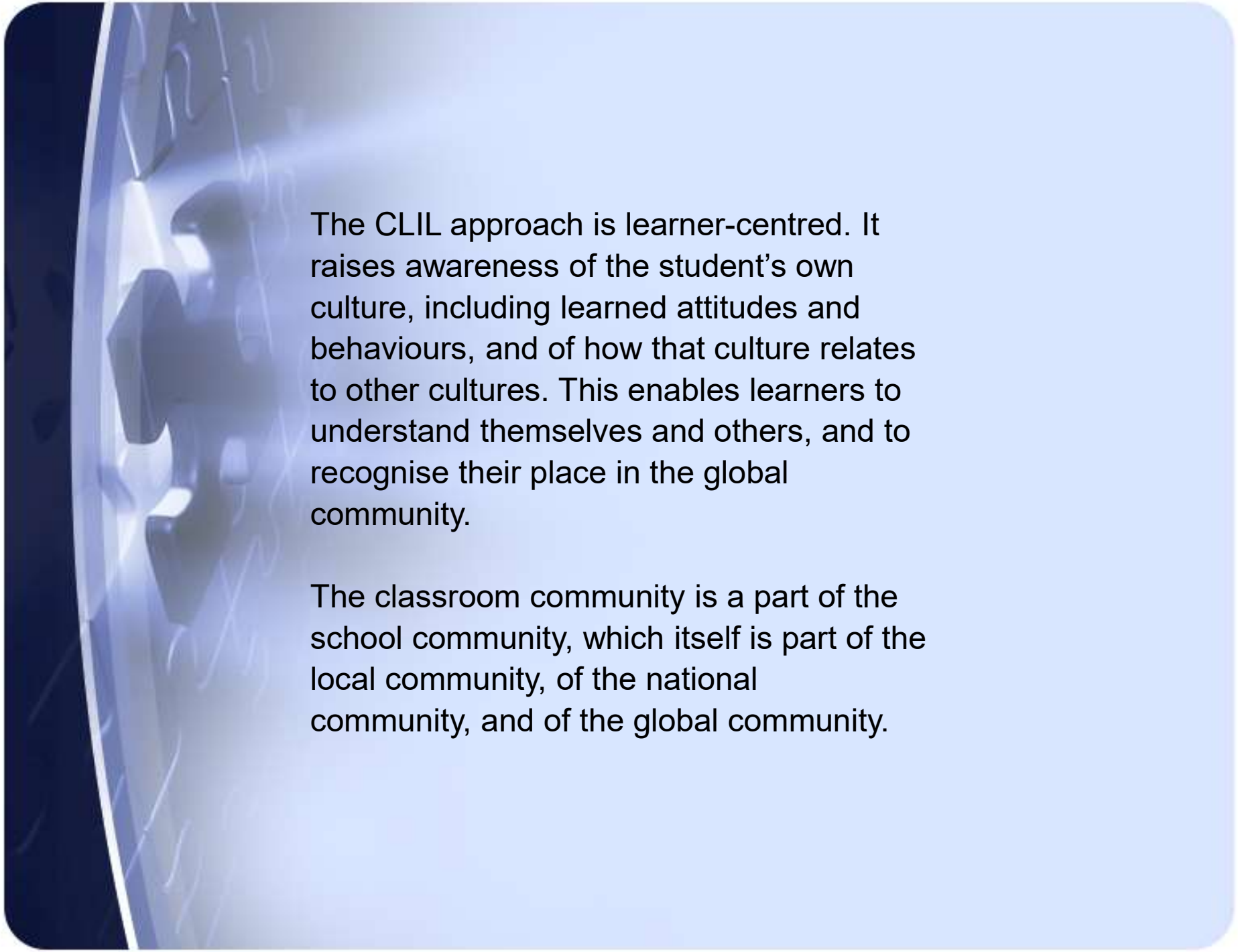
to know:

- Vocabulary
- Grammatical structures
- Functional language (the language that is meant to achieve a particular purpose, such as making or agreeing to a suggestion)

– Preparing to teach a grammar structure

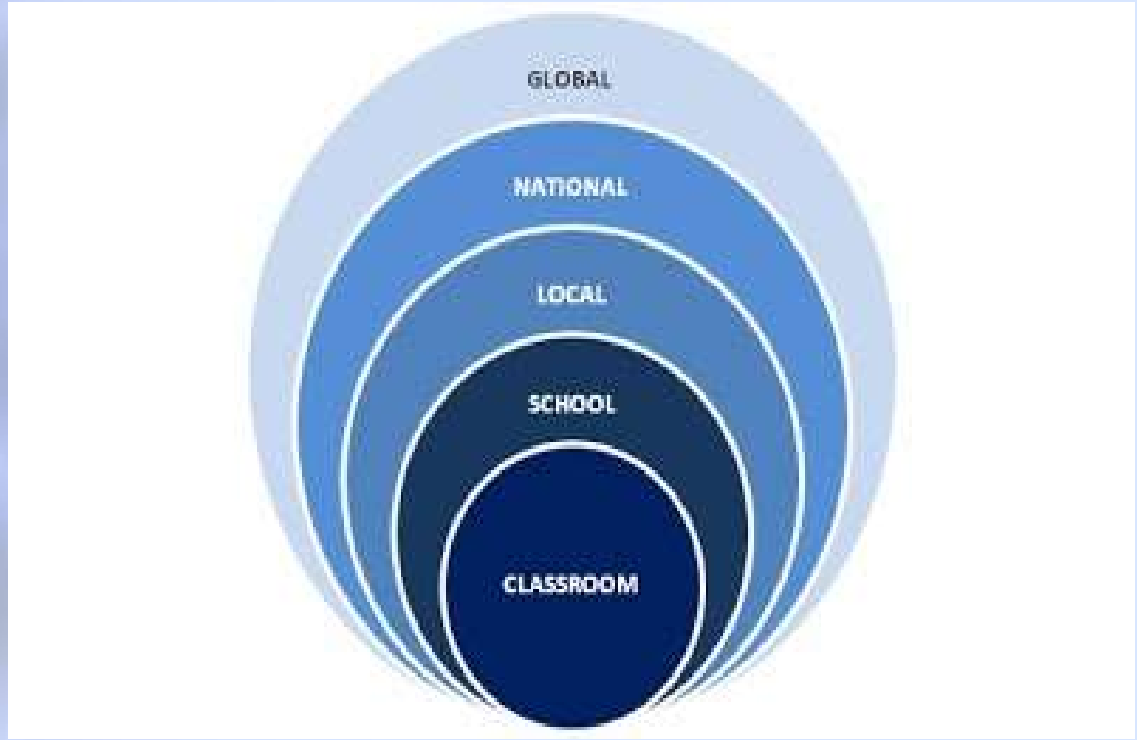
– Preparing to teach vocabulary

– Planning classroom instructions and questions.

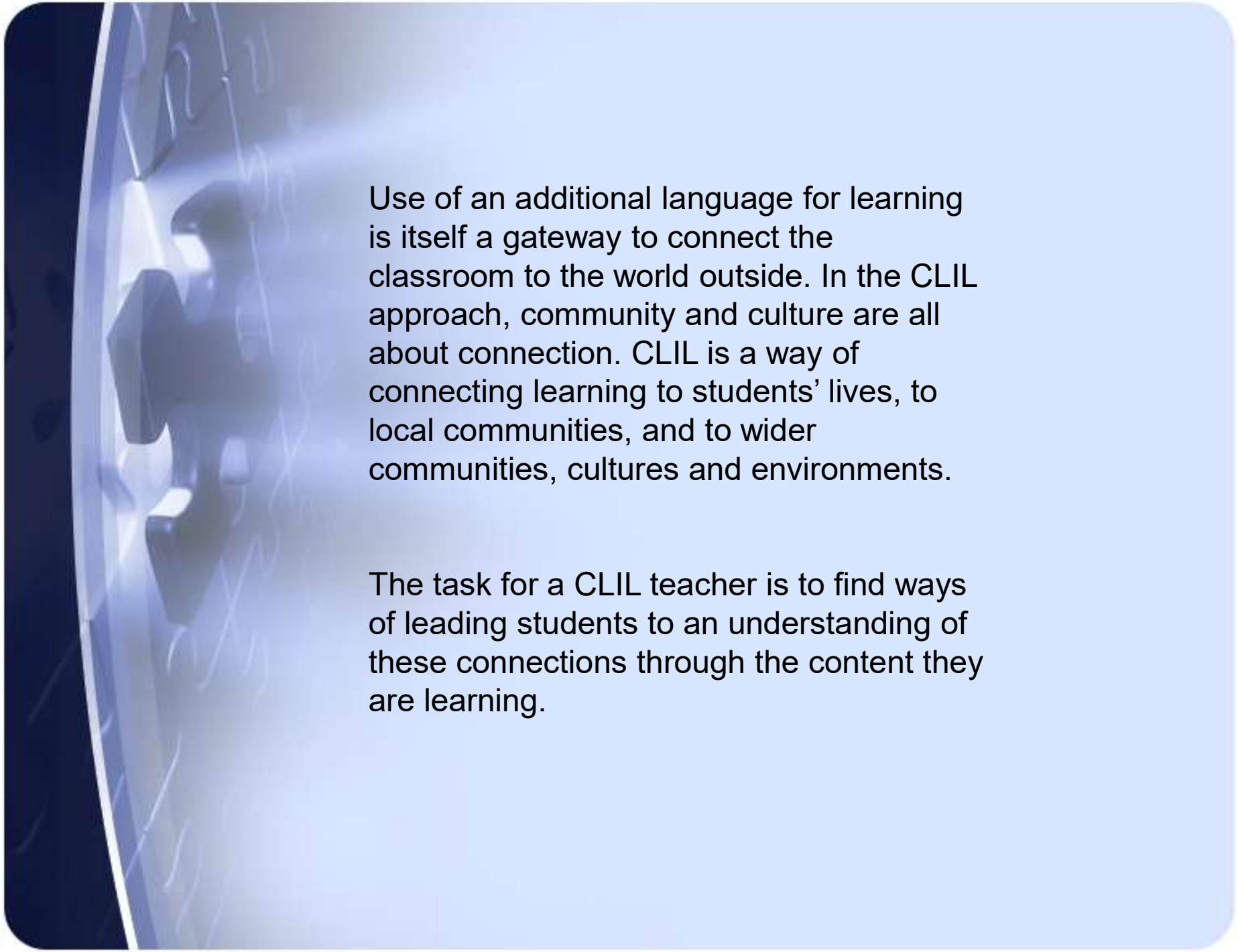


The CLIL approach is learner-centred. It raises awareness of the student's own culture, including learned attitudes and behaviours, and of how that culture relates to other cultures. This enables learners to understand themselves and others, and to recognise their place in the global community.

The classroom community is a part of the school community, which itself is part of the local community, of the national community, and of the global community.



In the classroom, students are motivated to learn about themselves and the world they live in, as they interact with each other and with the teacher, with the rest of the school, and with wider communities outside.



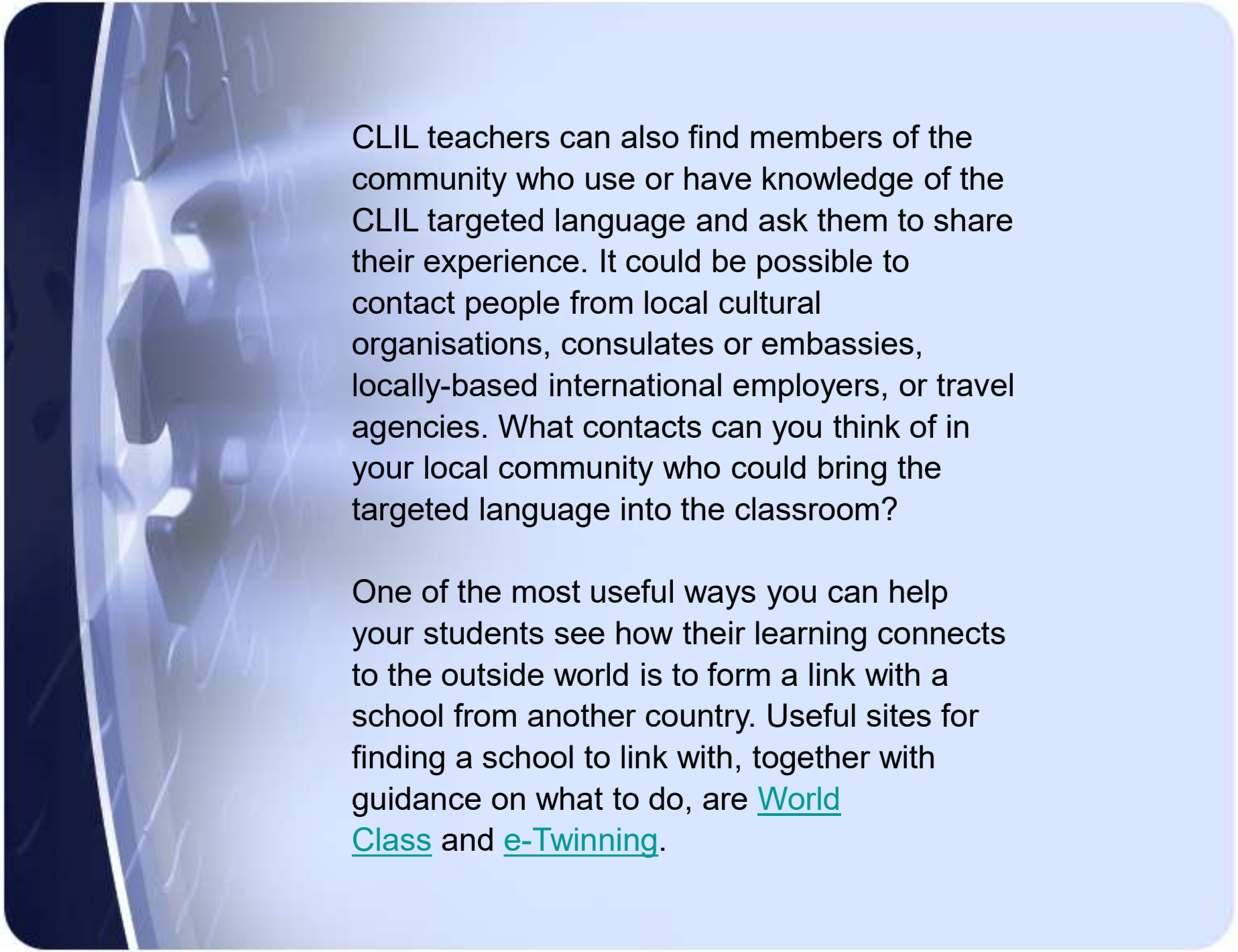
Use of an additional language for learning is itself a gateway to connect the classroom to the world outside. In the CLIL approach, community and culture are all about connection. CLIL is a way of connecting learning to students' lives, to local communities, and to wider communities, cultures and environments.

The task for a CLIL teacher is to find ways of leading students to an understanding of these connections through the content they are learning.

Awareness of Culture and Community

Community within the CLIL context

1. Teachers often bring the community into the classroom by inviting ‘outsiders’ (such as grandparents, local businessmen and businesswomen and/or members of local government) to come into the classroom and talk to students.



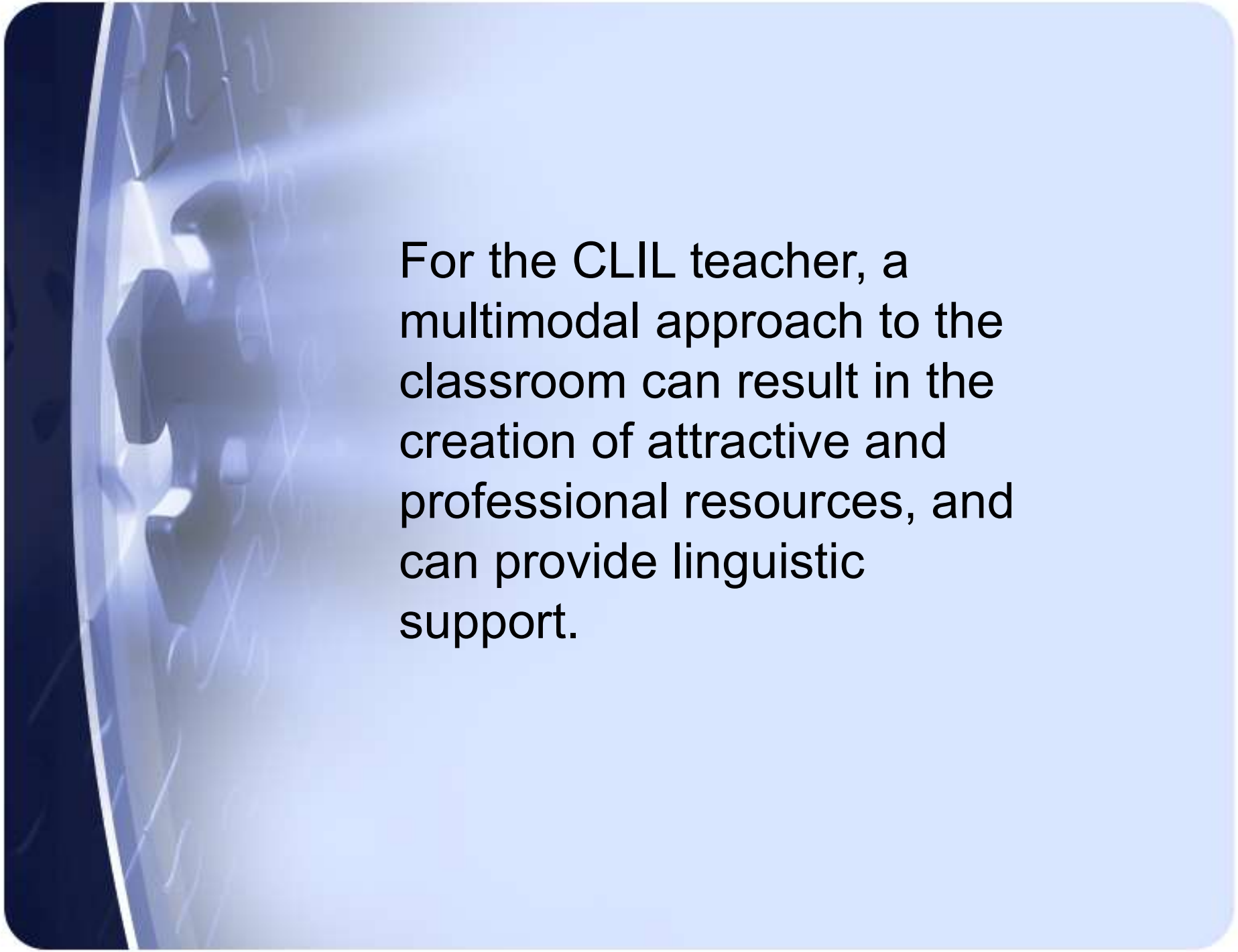
CLIL teachers can also find members of the community who use or have knowledge of the CLIL targeted language and ask them to share their experience. It could be possible to contact people from local cultural organisations, consulates or embassies, locally-based international employers, or travel agencies. What contacts can you think of in your local community who could bring the targeted language into the classroom?

One of the most useful ways you can help your students see how their learning connects to the outside world is to form a link with a school from another country. Useful sites for finding a school to link with, together with guidance on what to do, are World Class and e-Twinning.

Multimodality

“In CLIL, it is important to use audio-visual aids and multimedia in order to overcome problems caused by the use of a new language”

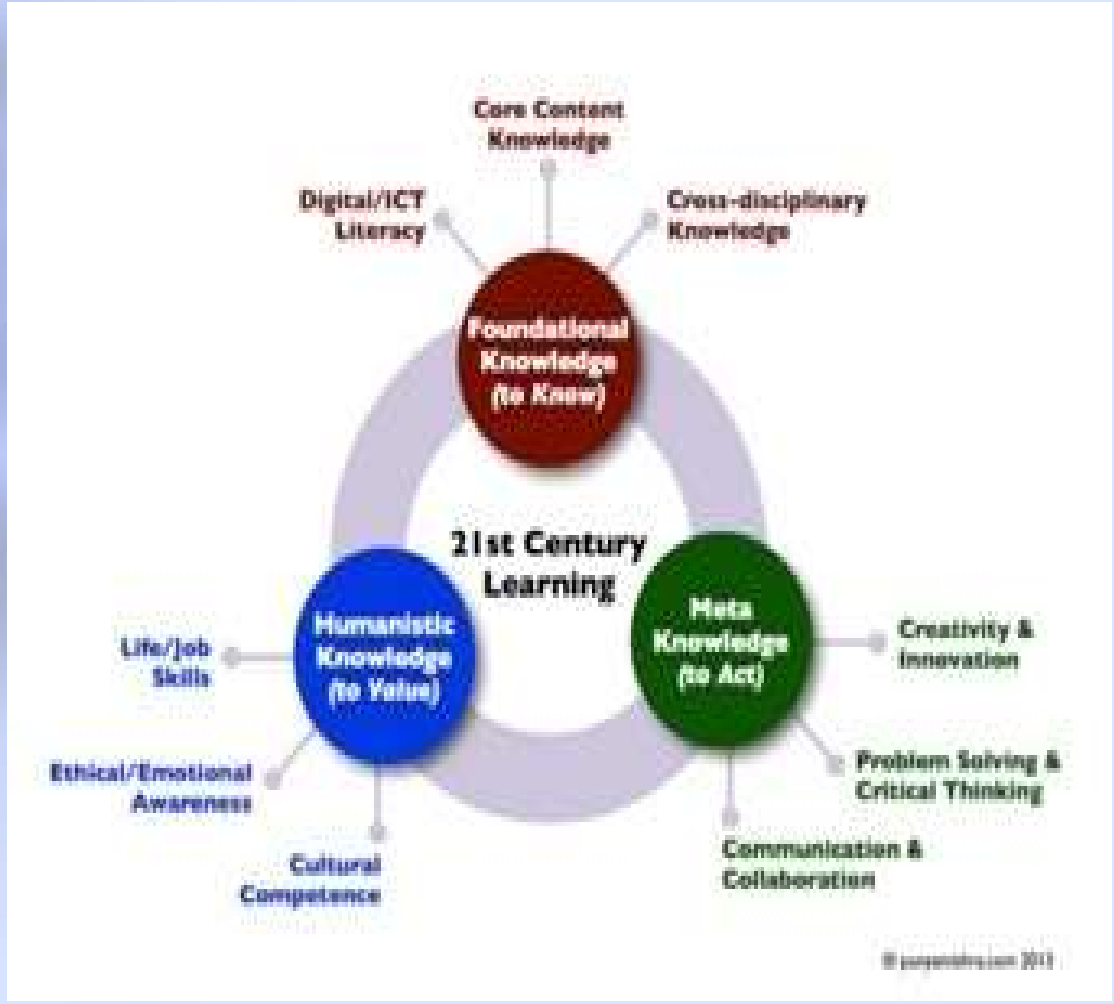
“Since learners use different ways to take in input, it is useful if input is multimodal at various stages of a lesson or lessons. In the CLIL classroom, it is even more important to exploit as many input modes as possible , both linguistic and non-linguistic, to ensure as many learners as possible understand the input.”

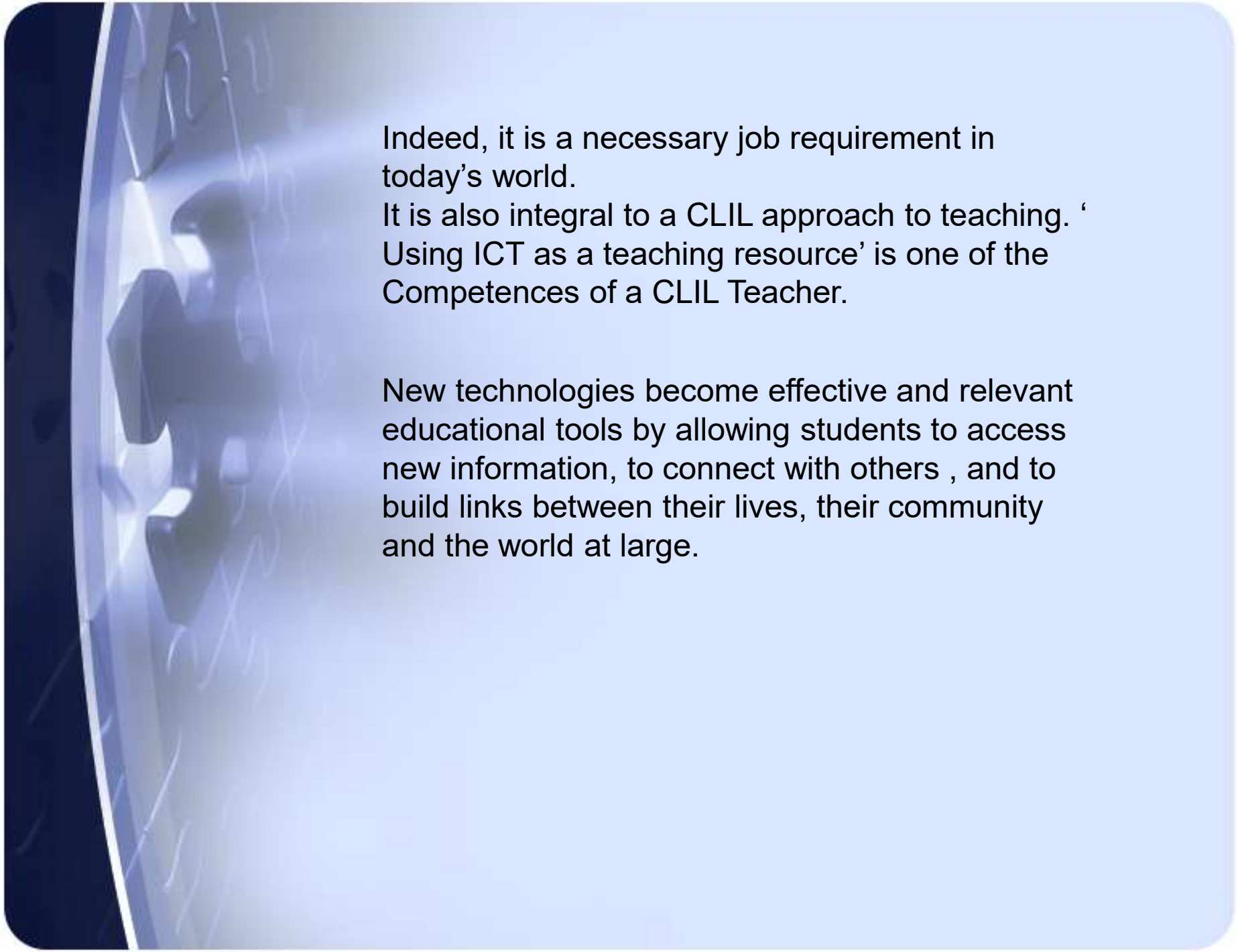


For the CLIL teacher, a multimodal approach to the classroom can result in the creation of attractive and professional resources, and can provide linguistic support.

For the CLIL student, a multimodal approach can be a powerful motivator. It can add variety and interaction to a lesson and provide stimulating visuals to support understanding of language. It can also be a rich source of cultural awareness. Most of all, it can allow students to work both collaboratively and independently.

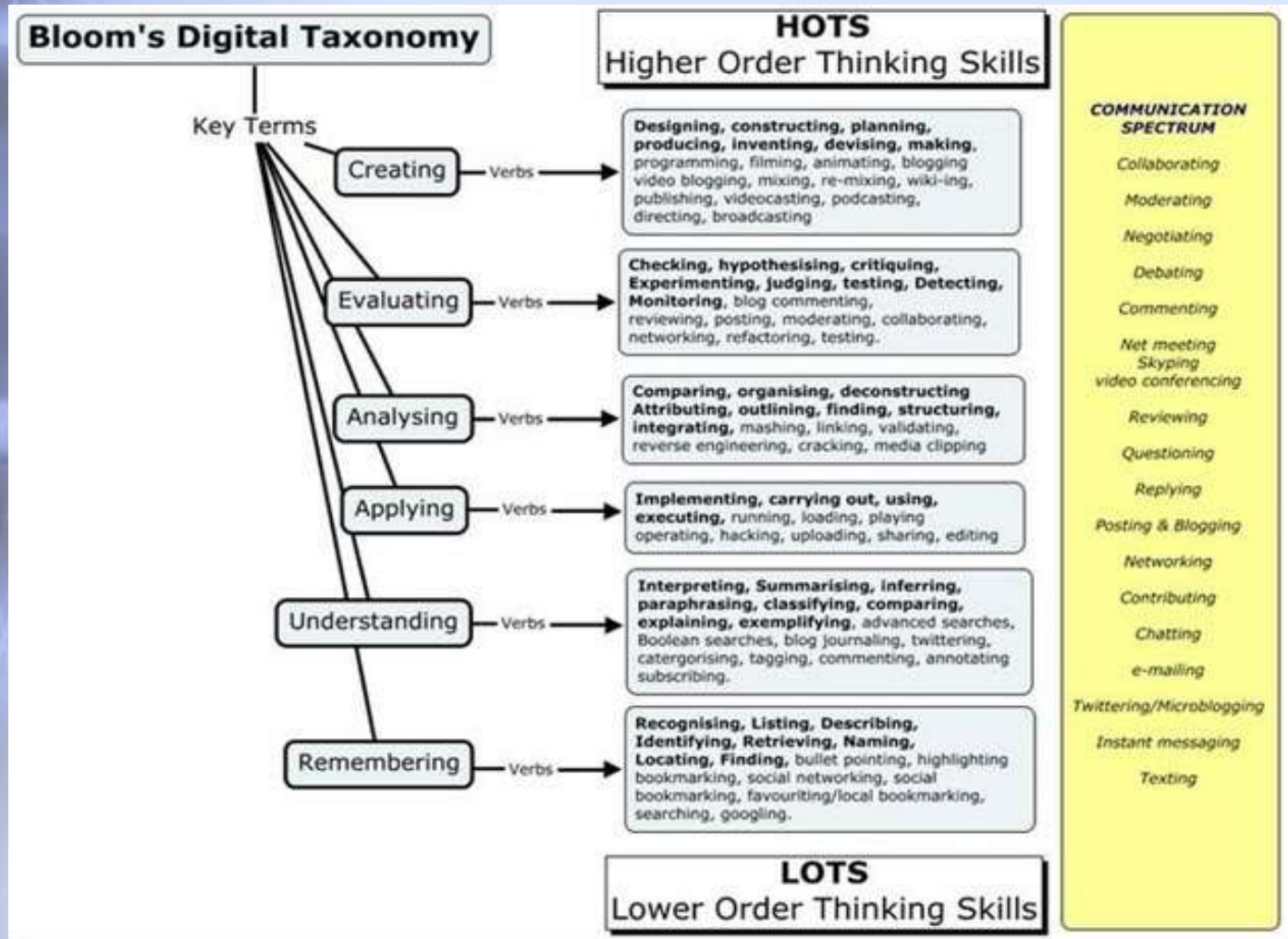
Resources	Examples
Video Clips	YouTube
Spoken Text	iTunes, podcasts
Educational Documentaries	TED, TeachersTV
Written & Spoken Input	How Stuff works
Online News Resources	CNN, BBC World Service, Guardian Online, CBBC Newsround, Kidson Media-Link
Visuals	Google images
Maps	Google Earth
Lyrics	Lyrics Training


Core Content Knowledge
Digital/ICT Literacy
Cross-disciplinary Knowledge
Foundational Knowledge (to Know)
21st Century Learning
Humanistic Knowledge (to Value)
Meta Knowledge (to Act)
Life/Job Skills
Ethical/Emotional Awareness
Cultural Competence
Creativity & Innovation
Problem Solving & Critical Thinking
Communication & Collaboration



Indeed, it is a necessary job requirement in today's world.
It is also integral to a CLIL approach to teaching. ' Using ICT as a teaching resource' is one of the Competences of a CLIL Teacher.

New technologies become effective and relevant educational tools by allowing students to access new information, to connect with others , and to build links between their lives, their community and the world at large.

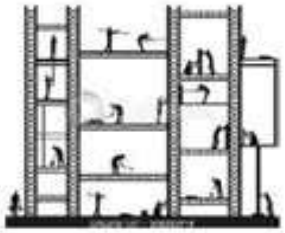


Bloom's Digital Taxonomy Concept map.

CLIL in the classroom
Scaffolding
Interaction
Learner Autonomy

In the real world, scaffolding is a framework builders use to help them reach higher.

‘In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process... ‘



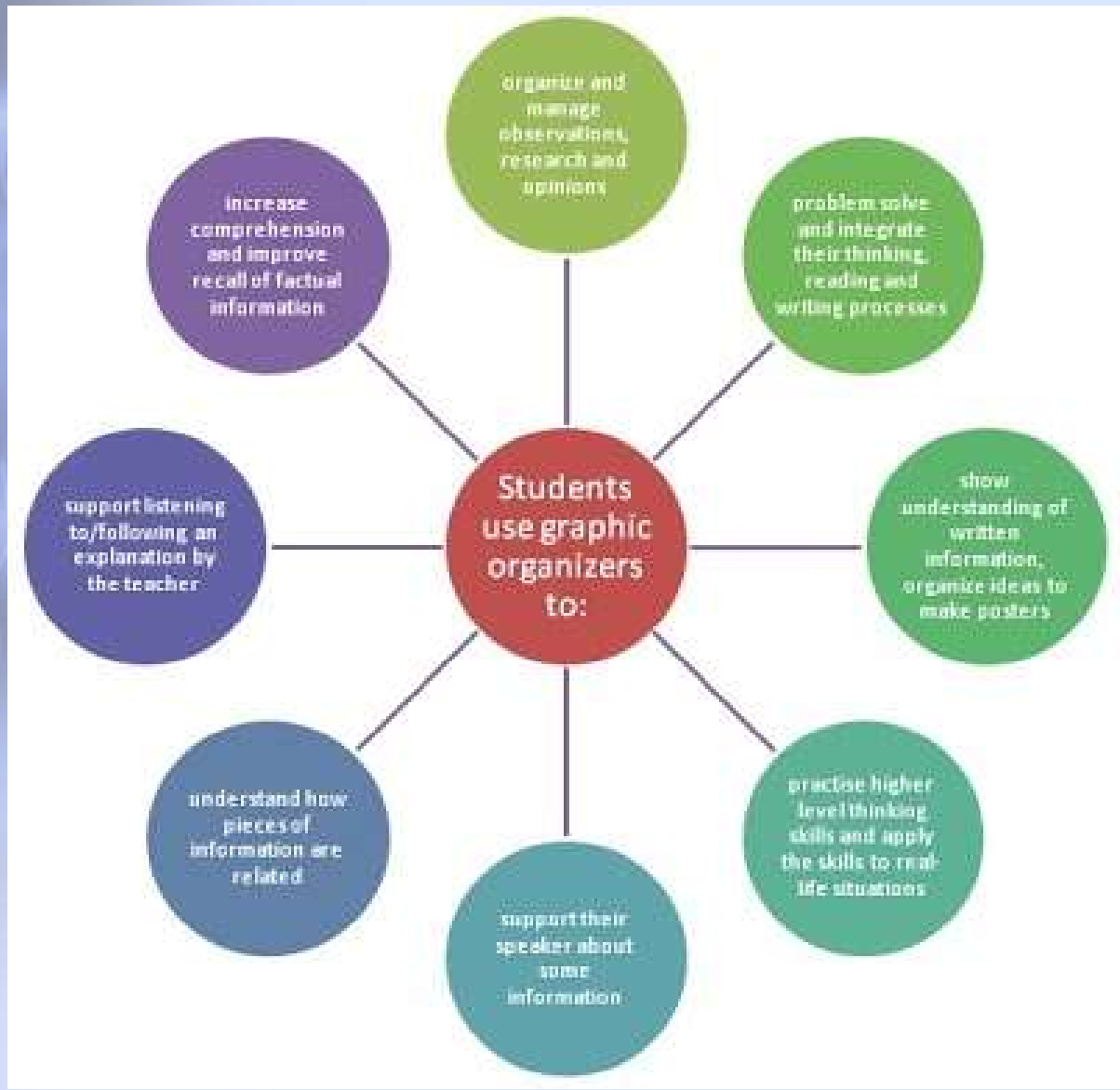
Scaffolding Techniques

Verbal Scaffolding (Lang Development-focused)	Procedural Scaffolding (Grouping Techniques & Activity Structures)	Scaffolded Learning Tools
• Paraphrasing • Using "think-alouds" • Reinforcing contextual definitions • Developing Qs using Bloom's Taxonomy • Writing prompts • Following oral text with written text • Elaboration & expansion of student response • Use of cognates • Using synonyms & antonyms • Effective use of wait time • Teaching familiar chunks: "May I go to the bathroom?", "Excuse me" etc • Clear enunciation and articulation by T, slow when appropriate • Corrective Feedback techniques, especially elicitation, clarification, metalinguistic clues • Songs, jazz chants, rhythm & rhyme • Language Task for graphic organiser	• Using an instructional framework that includes explicit teaching: T-modelling, T-practising & St-applying • 1-1 teaching, coaching, modeling • Pairing/grouping Sts so that less experienced/knowledgeable Sts work with more experienced/knowledgeable ones • Activating prior knowledge • Think-Pair-Share • Personalisation (relating to Sts' lives) • Jigsaw Reading • Dictogloss • Co-operative Group Techniques • Joint writing project • Process writing • TPR • Roleplays & Simulations	• Graphic Organisers • Using Visuals & Imagery • Word Wall • Making a variety of resources available in class, eg dictionary, thesaurus, etc • Labelled visuals • Pictographs as a success supporting strategy for dictogloss • Videoclips • Online dictionaries like Multidict, in combination with Wordlink • Multimedia

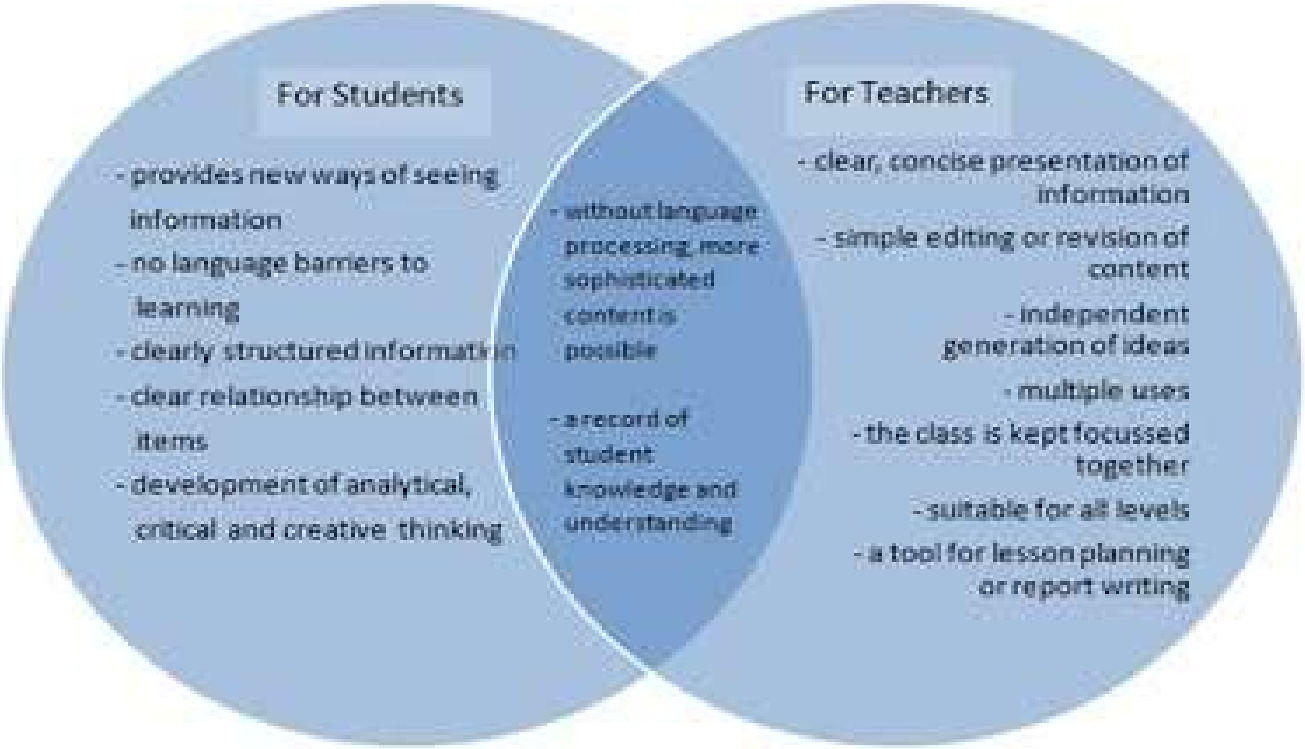
Adapted from ideas presented in Echevarria, Vogt & Short , 2004 by Fortune, T (Mar 2004) with input from immersion teachers

1. Here are two **spider diagrams** showing the different ways in which teachers and students utilise Graphic Organisers. Click on them to enlarge them:

Teachers use graphic organizers to:
promote clearer thinking about how to present information and ideas
support learners' understanding of information they listen to or read about
help students organize ideas before writing or making presentations and posters
evaluate student progress
review materials as a post-reading activity
provide a visual link between key vocab and sentence patterns for understanding/ speaking about ideas
illustrate and explain abstract relationships between ideas which help learners' comprehension
provide students with a visual link between thinking and information


Students use graphic organizers to:
organize and manage observations, research and opinions
problem solve and integrate their thinking, reading and writing processes
show understanding of written information, organize ideas to make posters
practise higher level thinking skills and apply the skills to real-life situations
support their speaker about some information
understand how pieces of information are related
support listening to/following an explanation by the teacher
increase comprehension and improve recall of factual information

Advantages of Graphic Organisers



interaction

1. The CLIL Approach stresses the importance of interaction between students. Interaction is an opportunity to bring together students' existing ideas and language with new ideas and language, in the meaningful context of subject development. It provides an opportunity for students to think about what they are learning, and make sense of it. Interacting with other students results in the creation of joint understanding and new knowledge. With the CLIL approach, this is done in a different language. The students have to work and think harder, and so their learning is deeper than that of students who learn in their first language.

Learner autonomy

Teaching and learning through CLIL mean there is more focus on what students do to learn, and less on the active role of the teacher. Learners have to become more independent and to take responsibility for their work. To achieve this, of course, they need support and encouragement from their teacher.

There are several ways that CLIL teachers can help students to become autonomous. Increasing pair and group interaction and co-operation is a good starting point. It is also important to **train students in how to learn for themselves**.

guidance in designing a rubric.

Teachers are used to assessing their students' achievement and progress in the subject(s) they teach. For teachers adopting the CLIL approach, however, the new factor of assessing achievement and progress in the targeted language as well as in content can be a challenge, and can pose many questions:

- What do I assess, content or language or both together?
- In what language should I assess?
- Can students answer in their Mother Tongue?

- What tools do I use for assessment?
- How can I assess previous knowledge?
- If I assess in the targeted language, how can I minimise the effect in the content assessment of student use of the targeted language?
- How can I evaluate skills or processes, such as planning and investigation, reaching conclusions, or creating or designing something new?
- How can I assess group work?

1. To **encourage self-assessment**, children can be given a series of Yes/No questions to answer, which will help them to review their output objectively. Children can be directed to ask themselves, for example:

Self-assessment		Name:	Date:
Topic: Küche und kochen			
	Yes	To some extent	Not at all
I am interested in this topic			
The class atmosphere was good			
I felt at ease during the class			
We learnt this	It was easy	It was difficult	I can do this (+~-)
The names of food and ingredi-ents			
Verbs used in the kitchen			
Reading a recipe			
Writing a recipe			
Telling what I like and what I do not like eating			
Proverbs related to cooking			

Use the same form before and after our class. Where did you make progress? Use different colours:	Adequately	Partially	Not adequately
Writing a recipe			
I can use the names of food with the right article			
I can use the right verbs to describe the different steps			
I can use specific phrases and expressions, e.g. “eine Priese Salz hinzufügen”			
I can use the terms for ingredients and quantities			

Osservatore/ docente:		Nome studente:
	In modo… (adeguato/ parzialmente, etc.)	Altre osservazioni
Comprende gli obiettivi da raggiungere in gruppo		
Sviluppa una strategia per lavorare in gruppo		
Lavora cooperativamente		
Riflette criticamente sul lavoro in ottica migliorativa		
Usa un linguaggio adatto		

Docente/osservatore – nome allievo

Esecuzione dei compiti					
Lavora in modo autonomo					
Chiede aiuto ai compagni					
Chiede spiegazioni al docente					
Consulta il materiale in offerta					
Lavora concentrato e in modo sistematico					

Usa la stessa scheda prima e dopo la nostra lezione. Dove hai fatto progressi? Segna con colori diversi:	In modo adeguato	Parzialmente	In modo non adeguato
Scrivere una ricetta			
So utilizzare i nomi degli alimenti con l'articolo corretto			
So utilizzare i verbi adeguati per descrivere i diversi passi da seguire			
So usare modi di dire tipici come "eine Priese Salz hinzufügen"			
So usare i vocaboli per ingredienti e quantità			

Task based methodology

Content objective(s)

Any relevant national or school criteria that we need to take into account when
planning our lessons.

Language objective(s)

The key words and phrases that
we want the children to be able to understand and/or produce by the end of
a lesson/unit of work.

Learning outcome(s)
What the children should be able to do at the end of a lesson/unit of work to show understanding of what they have learnt.

Timing / Duration
The order of tasks and activities that we plan to use in the lesson.

Key vocabulary / Key structures
What we want the children to be able to do with the language we expose them to in the lesson.

Procedure

How long we expect the lesson (or series of lessons to take).

Curriculum considerations

The criteria and materials that we will use to evaluate the children's progress at the end of a unit of work.

CLIL lessons integrate five components. Not only do they combine Content and Language Learning (Communication), but they also integrate thinking skills (Cognition), ‘Can Do’ statements (Competence), and an understanding of how the content relates to learners’ lives outside school (Community).

CLIL methodology develops key skills such as:

- scaffolding language
- task design to support communication
- anticipating problems and selecting tools to support understanding
- breaking down information into manageable chunks
- checking learners' understanding
- providing relevant and personal feedback

How to bring CLIL into your kindergarten / early primary classroom:
a CLIL activity
http://www.youtube.com/watch?v=7_cVbD70Nmk

https://www.youtube.com/watch?v=dFuCrxRobh0
CLIL4U
Six videos demonstrating CLIL used in classes
from primary schools

https://www.youtube.com/watch?v=xiQRbB9_1zs

Sarah Phillips OUP Teaching Tips series

Storytelling with CLIL

Tre bambini interpretano la famiglia dei blu e tre la famiglia dei gialli con delle mantelline di stoffa colorata.
I bambini blu hanno la loro casa in un cerchio con la corda blu e i gialli in un cerchio con la corda gialla
I bambini si presentano:
“Hello, I’m little blue”
“Hello, I’m mummy blue”
“Hello, I’m daddy blue”

Drama Activity basata sulla storia
“Little Blue and Little yellow” di Leo Lionni
per i piccoli allievi della scuola dell’infanzia
CLIL Role playing

L’insegnante dice che il suo migliore amico è Little Yellow e i gialli si presentano:
“Hello, I’m little yellow”
“hello, I’m mummy yellow”
“Hello, I’m daddy yellow”
Insegnante:
“They always play together”
“Let’s run!” (I bambini corrono)
“Let’s jump!” (I bambini saltano)
“Let’s play ring a ring o’roses!” (I bambini fanno il girotondo)

Insegnante:
“Un giorno Piccolo blu va a cercare Piccolo giallo nella sua casa ma la casa è vuota, lo cerca dappertutto finché gira l’angolo e lo trova.
Si abbracciano felici, così forte che diventano verdi!”
“One day little blue looks for little yellow but the house is empty!
He looks for him everywhere, he turns the corner and he finds him!
They are happy!
Let’s hug!
Oh! Magic! They are green!!”
(I bambini si tolgono la mantella blu e gialla e sotto hanno quella verde)

L’insegnante aggiunge alcune considerazioni, prima di concludere l’attività:
“Con i bambini di tre anni mi fermerei qui la prima volta, e proporrei questa breve drammatizzazione a tutti facendo loro eseguire il percorso nel quale trovano la casa vuota, girano un angolo e infine trovano l’amico. In seguito, nei giorni successivi si potrebbe ripetere aggiungendo la parte finale”.
Esempio
Insegnante:
“Piccolo verde torna a casa dai genitori ma essi non lo riconoscono.
Piccolo verde è molto triste e piange, piange lacrime gialle e blu e torna di nuovo Piccolo blu e Piccolo giallo.

Tornano a casa e si abbracciano felici con mamma e babbo

“Little green comes back home but mummy and daddy don’t recognize them.

They are very sad, they cry and cry many tears yellow and blue.

They are little yellow and little blue again.

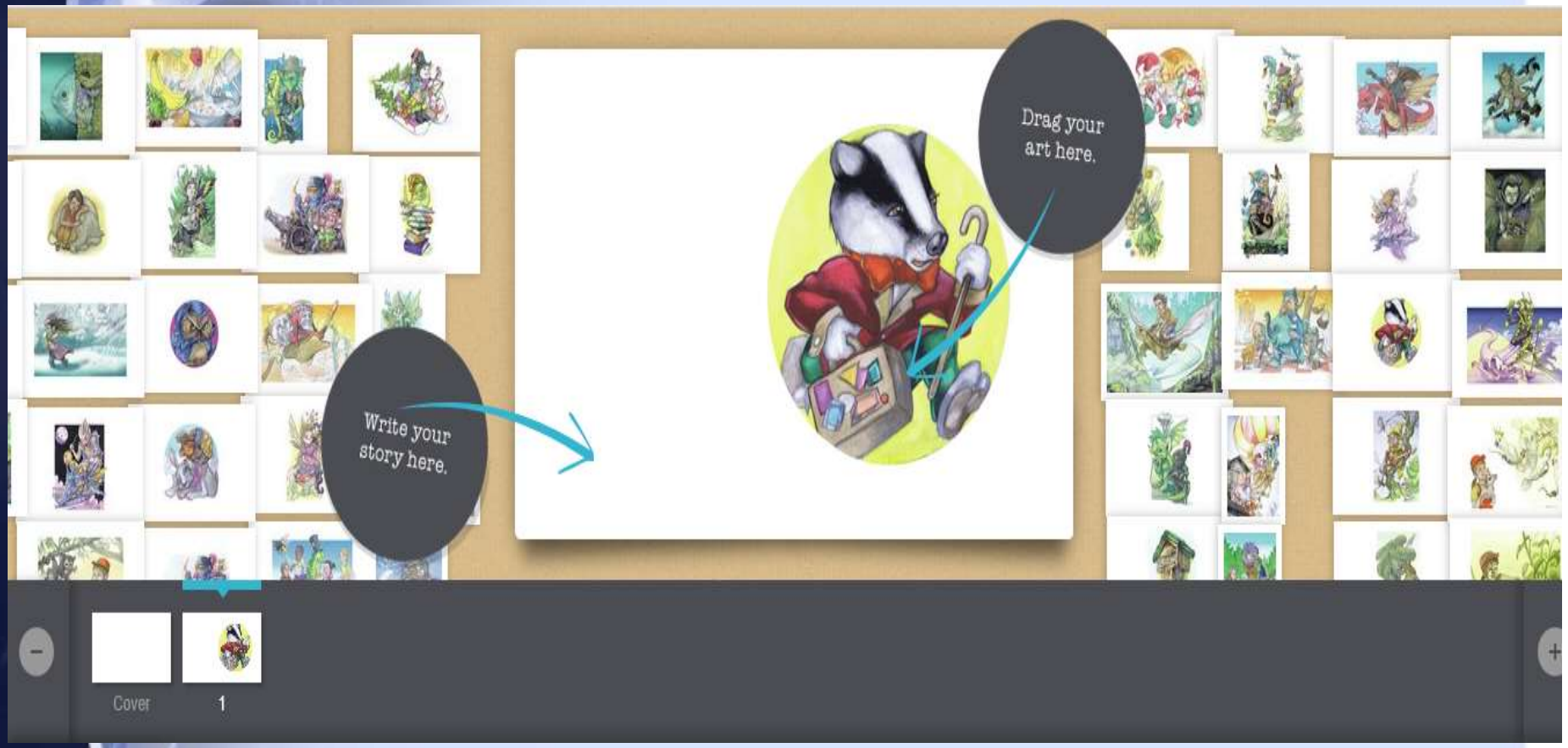
They come back home and they hug happily! ”

«Let’s hug!»

(I bambini fanno finta di piangere , poi si mettono di nuovo la mantella gialla e blu, vanno dalla mamma e dal babbo e si abbracciano)

il digital storytelling in una ottica CLIL
permette di affrontare argomenti curricolari
e contemporaneamente acquisire competenze
trasversali sia linguistiche che digitali
https://www.youtube.com/watch?v=rUZXBc6yRhU

Storybird: Mr Badger



The cunning
badger
every night visits
the old farmer's
garden and goes
back in his sett

what animals does
he meet?

envmma

Crosscurricular objective
Learn about night animals through Mr Badger adventures

http://languages.dk/clil4u/#Scenarios4Primary

https://youtu.be/a2UPHrN7T3A

https://youtu.be/jMpbExcSb-w

https://youtu.be/Lf_a9-nXwuY

https://www.youtube.com/watch?v=Rsnvqdshz78

On days when teachers are feeling less than important, I hope they realize that at least one life can change for the better because of a few simple phrases. There is no greater and more powerful job than that of a teacher.

teachers net Gazette

Grazie per l'attenzione