

CLIL LESSON PLAN

Names of students: Metka Bratkovič, Meta Hojs, Manca Zorko

Grade: 3rd

Lesson topic: Senses

Lesson forms: group work, pair work, individual work

Teaching aids/material:

worksheet, flashcards (pictures and names of the five sense organs; names of the five senses; names and pictures of the objects that make sounds), a sheet, a box with a picture inside, the "textures flower", LCD projector, whiteboard.

Teaching methods (discussion, demonstration, worksheet...):

Discussion, worksheet, experiential learning.

Lesson aims:

- To recognize five senses (smell, hearing, sight, taste, touch).
 - To familiarize learners with the five sense organs of their body (nose, ears, eyes, tongue, skin).
 - To learn new words that name the five senses (sight, taste, touch, smell, hearing).
 - To be able to name each sense and its sense organ.
 - To make learners aware of and build on prior knowledge of their senses.
 - To help learners develop their hearing skills (effective listening, understanding the instructions, language in the classroom).
 - To help learners understand frequently used words.
 - To use key vocabulary and basic language structures.
 - To help learners understand that learning can be achieved in a second language.
 - To help learners understand that keeping a record of new words is important (filling out the blanks on their worksheets).
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Teaching objectives (content, culture, cognition):

CONTENT

- Introduction of the topic.
- What senses are.
- What we sense with each sense organ.

COGNITION

- Provide learners with opportunities to use their senses.
- Enable learners to identify things with their senses.
- Vocabulary building, learning and using.
- To make learners curious about their senses and provide creative opportunities for learning.

CULTURE

- To provide opportunities for the learners to sense with other senses, not only with their sight, since that is the most used sense in our culture.
- Understand that they can learn, no matter which language they are using.

Communication:

LANGUAGE OF LEARNING

- Key vocabulary: *sense, smell, touch, hearing, sight, taste, nose, skin, ear, eye, tongue, to see, to feel, to hear, to smell, to taste.*

LANGUAGE FOR LEARNING

- Asking each other questions: *What do you smell, what do you feel, what do you see? What is the sense you hear with? ...*
- Answering with a phrase: *I smell, see, taste, hear, feel ...*
- Classifying: *I would identify this object easily with my ...*
- Comparing and contrasting: *This food smelled like ..., but tasted like ...*
- Describing: *When I touch it, it feels ... soft/hard/rough/smooth.*

LANGUAGE THROUGH LEARNING

- Talk about the language that they are using: *How do you spell ...? What does ... mean?*
 - Distinguish language needed to carry out activities.
 - Retain language revised by both the teacher and learners.
 - Make use of peer explanations.
 - Record, predict and learn new words which arise from activities.
 - Language used for praising students (*Good job, well done*).
 - Language used for organizing work (*Form four groups of five students*).
-

Learning outcomes:

By the end of the unit learners will be able to:

- Name the senses (hearing, smell, sight, taste, touch).
- Name the sense organs (ears, nose, eyes, tongue, skin).
- Classify different objects into groups, depending on which sense we use to identify them.
- Interpret visual, hearing, olfactory, taste and touch information.
- Use language creatively.
- Ask and respond to wh- questions about senses and sense organs (example: “What do you see?” “What do we use our eyes for?”).

References:

- <http://www.teachingenglish.org.uk/article/senses-0>
 - <https://www.youtube.com/watch?v=TtL11JXG1mc&feature=youtu.be>
 - Curriculum for science (Učni načrt: Spoznavanje okolja):
http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_spoznavanje_okolja_pop.pdf
 - Curriculum for foreign language – English (Učni načrt: Angleščina):
http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_anglescina.pdf
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SAMPLE LESSON PLAN (step by step lesson plan: stages of the lesson)

WARM UP (10 minutes)

We start our lesson with a question. "Today we are going to learn about senses. Does anyone know what senses are? Has anyone ever heard the word "sense"?"

We listen to children's ideas and then continue.

"We will find out the answer to our question in a song. Sing along and show the body parts that will be mentioned."

A song about the five senses

<https://www.youtube.com/watch?v=TtL11JXG1mc&feature=youtu.be> (starts at 0:13, ends at 2:03)

After the song, we talk about what we heard.

First, we point out the mistake in the song – we ask the children if we really only feel what we touch with our hands. We ask them to try and touch their notebooks with their nose and tell us if they feel anything.

Then we tell them, that we don't just feel with our hands, but with our whole skin. We usually use hands to "represent" the touch sense, because we mostly use our hands to touch things.

We continue to talk about the sense organs.

»We have five sense organs. Let's name them together: eyes, ears, nose, tongue, skin.«
We put up pictures of each organ with its name written underneath.

»We use our eyes to ...« (see). We let the children finish the sentences and put up the appropriate words under the organs.

We put the names of the five senses up on the board and students try to connect each one with its sense organ.

See appendix no. 1.

MAIN PART (25 minutes)

We divide students into four groups. Each group will work on one station at a time. Groups will rotate every five minutes.

1. WORK STATION: Sight

On this station, every student will have to look inside a box and name one thing he sees in the picture. Then he will pass the box to the next student. The instructions on this work station are: "Look into the box. Tell the other students in your group one thing that you see, using the phrase »I see ...«. Pass the box to the next student."

See appendix no. 2.

2. WORK STATION: Hearing

We put up a sheet. Behind it there are different objects. One student makes sounds with the objects, others try to guess the object. They can help themselves with pictures of the objects that have their names written on the other side.

The instructions for students are: "One of you will hide behind the sheet. He or she can use any object to make sounds. The others try to guess what object he is using. You can help yourselves with the prepared flashcards. They contain all the objects available. Their names are written on the back."

Pictures of the objects with their names are in appendix no. 3.

3. WORK STATION: Touch

We give the group »a flower« with different materials of different textures – soft, hard, smooth, rough (the picture of the flower is in the appendices).

Students go around the classroom and try to find objects with different textures. They fill out the table.

Their instructions are: "Walk around the classroom. Draw something that is... " (students fill in the table with what is required).

See appendix no. 4.

4. WORK STATION: Smell and taste

Students are divided into pairs. The first student puts on a blindfold, the other student gives him three things to smell and then taste. The first student fills out a table from the appendix no. 5. Then they switch roles.

The foods that they try are apple, cheese, banana, chocolate, bread, cookie. Their instructions are: "Put on the blindfold. Your classmate will give you three foods. First you have to smell them and then you taste them. Fill in the table - can you smell the food? Can you taste it? What did you think it was? What it really was? After three taste tests, switch your roles."

CONCLUSION (5 minutes)

Each student gets a worksheet that they fill out. The worksheet is a revision of what they have learned in this lesson. It can also be used as a vocabulary sheet with the most important words from today's lesson.

See appendix no. 5.

APPENDICES

APPENDIX NO. 1:

EYES - SIGHT (We use our eyes to see.)



Source: <http://yourlifeassist.co.za/wp-content/uploads/2017/11/openeyes.jpg>

EARS – HEARING (We use our ears to hear.)



Source: https://www.kidshealth.org.nz/sites/kidshealth/files/styles/homepage-slide/public/taxonomy/Child%20ear%2040045475_ml.jpg?itok=T9ZL7RWw

NOSE – SMELL (We use our nose to smell.)



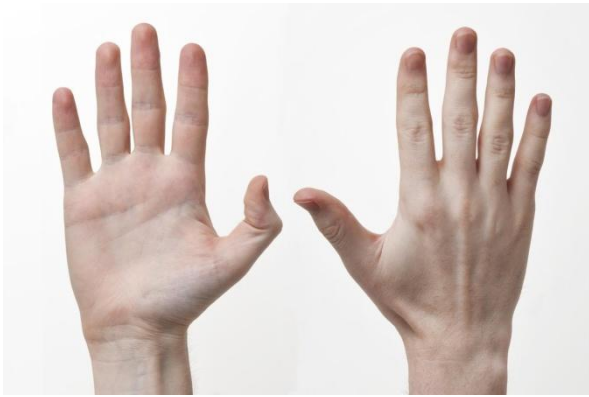
Source: https://cdn.wired.co.uk/1240x826/k_n/nose_4.jpg

TONGUE – TASTE (We use our tongue to taste.)



Source: <http://www.chatelaine.com/wp-content/uploads/2017/03/Tongue-GettyImages-130898101-1280x960-660x495.jpg>

SKIN – TOUCH (We use our skin to feel.)



Source: <https://upload.wikimedia.org/wikipedia/commons/3/32/Human-Hands-Front-Back.jpg>

APPENDIX NO. 2: WORK STATION SIGHT

Picture of a box:



Picture inside the box:



APPENDIX NO. 3: WORK STATION HEARING

Zither:



Source: https://images-na.ssl-images-amazon.com/images/I/81C%2Brn%2BdCjNL_S11500.jpg

Xylophone:



Source: <http://www.momandmilly.com/wp-content/uploads/2016/01/xylophone-2-600x487.jpg>

Triangle



Source: <https://images-na.ssl-images-amazon.com/images/I/4164d6BP9QL.jpg>

Rattle



Source: https://upload.wikimedia.org/wikipedia/commons/thumb/8/80/Rattle-mexico_hq.jpg/220px-Rattle-mexico_hq.jpg

Tambourine



Source: <https://d1aeri3ty3izns.cloudfront.net/media/8/86132/1200/preview.jpg>

Pot and a wooden spoon



Sources: https://pim-cdn.zwilling.com/data/cdn/workarea/suppliers/zw_lieferant/documents/hotfolder/812/40850351_white.jpg

<https://cdn.conranshop.co.uk/media/catalog/product/cache/1/image/850x/9df78eab33525d08d6e5fb8d27136e95/9/2/927932.jpg>

Two wooden spoons



Source: <http://bowoodco.com/wp-content/uploads/2016/09/wooden-spoon-3.jpg>





Two lids



Source: <https://images-na.ssl-images-amazon.com/images/I/61QxA1xZwML. SY355 .jpg>




APPENDIX NO. 4: WORK STATION TOUCH



Walk around the classroom. Draw something that is ...	
<p>soft</p> 	
<p>hard</p> 	
<p>smooth</p> 	
<p>rough</p> 	
<p>soft and smooth</p>	
<p>rough and hard</p>	

APPENDIX NO. 5: WORK STATION SMELL AND TASTE

Mark if you can (✓) or can not (x) taste and smell the food. Then, draw what it was.

<p>I can smell it.</p> 	<p>I can taste it.</p> 	<p>What is it? Draw it.</p> 

Name and surname: _____

5 SENSES

1. Fill in the blanks. Help yourself with the words written in the box.

SIGHT	HEARING	TOUCH	TASTE	SMELL	EYES	EARS	
NOSE	TONGUE	SKIN	SEE	HEAR	TASTE	FEEL	SMELL

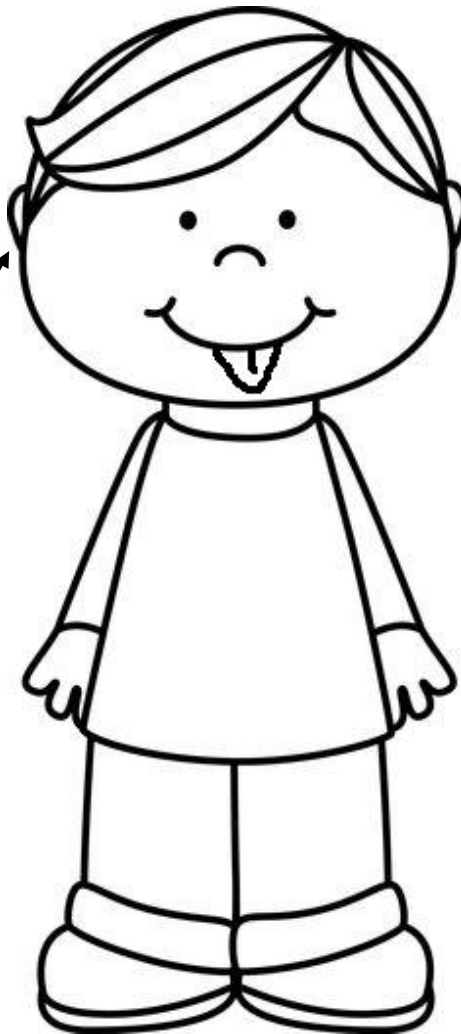
Name of the sense:

SMELL

We use our _____
to _____.

Name of the sense:

We use our _____
to _____.



Name of the sense:

We use our EYES
to _____.

Name of the sense:

We use our TONGUE
to _____.














Name of the sense:

We use our _____
to FEEL.

2. Connect the boxes with the right sense organ.

3. Which sense goes best with each picture on the left?

Put a tick mark (✓) under the right answer.

	I use my eyes to see it. 	I use my ears to hear it. 	I use my nose to smell it. 	I use my tongue to taste it. 	I use my skin to feel it. 
Example: 				✓	
					
					
					
					
					
					
					

Draw something that you
can see but **cannot touch**.



UNIT CHECKLIST

E: Unit checklist

CLIL Unit Checklist	
CLIL Theme <u>SENSES</u>	Date <u>12.3.2018</u>
Unit of Work <u>HUMAN BODY</u>	Class <u>Science</u>
Clarifying global goals, teaching aims and learning outcomes	
<input checked="" type="checkbox"/>	Are the global goals (vision) embedded in the unit planning?
<input checked="" type="checkbox"/>	Are the teaching aims clear?
<input checked="" type="checkbox"/>	Are the learning outcomes defined? Which ones can be measured? How?
Content	
<input checked="" type="checkbox"/>	Have I considered how to scaffold content learning?
<input checked="" type="checkbox"/>	Are my presentations of new content clear?
<input checked="" type="checkbox"/>	Is the content accessible?
Language/Communication	
<input checked="" type="checkbox"/>	Are the students involved in <i>using</i> language?
<input checked="" type="checkbox"/>	Are students involved in <i>learning</i> language? Are there adequate opportunities for them to practise the new language structures?
<input checked="" type="checkbox"/>	Are my instructions clear?
<input checked="" type="checkbox"/>	Are the questions I ask at the appropriate level? Do the questions relate to the cognitive demands?
<input checked="" type="checkbox"/>	Have the students got adequate vocabulary/language to answer my questions?
<input checked="" type="checkbox"/>	Are my presentations of new concepts clear?
<input checked="" type="checkbox"/>	Have I planned language <i>of</i> learning?
<input checked="" type="checkbox"/>	Have I planned language <i>for</i> learning?
Cognition/Thinking	
<input checked="" type="checkbox"/>	Are the questions/problems to be solved at the appropriate cognitive level?
<input checked="" type="checkbox"/>	Have I considered how I can ensure that the learners progress cognitively, and how I can measure this progress?
<input checked="" type="checkbox"/>	Are there ways to assist learners in developing a range of strategies through the CLIL language?
Culture	
<input checked="" type="checkbox"/>	Have I thought about the contribution that this unit makes to changing classroom culture (e.g. from arguing or not taking account of others' views to listening and managing differences of opinions)?
<input checked="" type="checkbox"/>	Have I considered how the theme of this unit can promote awareness of cultural difference/global citizenship?
<input checked="" type="checkbox"/>	Have I identified opportunities that are now available for me to develop a pluricultural perspective on what I am teaching because I am using the medium of another language?
<input checked="" type="checkbox"/>	Have I identified opportunities in this unit which encourage curriculum links? Can we communicate with and work alongside learners from other countries?

Activities

- Do the tasks designed relate to the global goals, aims and outcomes in terms of the 4Cs?
- Is progression built into language and content tasks?
- Do the activities help to develop talk for learning?
- Have I considered which language is needed to carry out each activity?
- Is this an initial/progress/summary/assessment activity?

Supporting learning

- Are there adequate opportunities for students to engage in practical activities to experience CLIL?
- Have I identified which type of teacher scaffolding is needed to support language and learning?
- Have I analysed the content and cognition for potential difficulties?
- Have I recycled new language from previous units to support learner progression?

Assessment

- Have I considered how the learners will know what they have learnt?
- Have I considered how I will know what they have learnt?
- Have I decided what to assess during the unit to ensure that feedback informs further learning?
- Do I know what my choices are in terms of what I will assess?
- Do I know what kind of formative and summative assessment tasks I will need?

Reflection

- Is there variety (groups, pairs)?
- Have I allocated enough time?
- Have I thought about what I might change in this unit?
- Have I thought about what I might add to or leave out from this unit?
- How can I collect students' views about this unit? And act on them?

SELF REFLECTION SHEET

Names: Metka Bratkovič, Meta Hojs, Manca Zorko

Cross curricular area: Science

Date: 12 March 2018

Topic: Senses

Things that went...	
...well.	...not as well as we had hoped.
<p>The activities we prepared were interesting, we also prepared a lot of different materials and gave our colleagues some interesting ideas. They were very active and used a lot of vocabulary. We also managed to include some movement into our lesson.</p>	<p>Our colleagues were very quick in solving the worksheet and they finished way faster than we expected. That would probably not happen in a classroom, but in our presentation, we quickly figured out that we will have some time left. But we managed to adapt and think of additional activities that our colleagues also found interesting.</p>
If we performed this lesson again we ...	
would... / because...	would not... / because...
<p>Prepare the lesson almost the same as we did, because we were very pleased with how the lesson turned out. Our colleagues also said that they found our ideas interesting and useful. The language was simple enough for third grade and we added lots of pictures, so the students would have enough help in case they would not understand something.</p>	<p>We would not let any activities out, since we had some time left at the end and that would not have happened if we showed our classmates all of the activities prepared.</p>
How we included the 4 Cs:	
<p>CULTURE: making learners understand that they can learn, no matter what language they are using and providing opportunities for them to sense objects with all of their senses, not only sight, since that is the sense that we mostly use in our culture.</p> <p>COGNITION: we provided the learners with opportunities to use their senses, enabled them to identify different things with their senses, we made them curious about using their senses and provided creative opportunities for learning. We also made sure they were building their vocabulary through learning and usage.</p> <p>CONTENT: we introduced the topic, explained what senses are and what we sense with each sense organ.</p>	

COMMUNICATION: using key vocabulary throughout the lesson (*sense, smell, touch, hearing, sight, taste, nose, skin, ear, eye, tongue, to see, to feel, to hear, to smell, to taste*), asking each other questions (*What do you smell, taste, feel; what is the sense you hear with? ...*), answering these questions with appropriate phrases (*I see, I smell, I taste, I feel ...; I use my eyes to see, ...*); classifying (what sense you would identify something), comparing and contrasting (this food smelled like ..., but tasted like ...); describing what we sense (*When I touch it, it feels ...*); talking about the language they are using (*How do you spell ...? What does ... mean?*); distinguishing language needed to carry out the activities; retain language revised by both the teacher and the learners; make use of peer explanations; record, predict and learn new words which arise from new activities.

Our use of FL...

We used foreign language throughout the lesson. We avoided any usage of Slovenian language, and instead tried to simplify the English explanations whenever we felt that something would be too complicated for the students to understand. We also used pictures on the worksheets and in our explanations, so the students could help themselves understand the words by looking at the pictures – using the pictures was a way of scaffolding language learning for the students.

We started our lesson with the explanation of all the new words and we put up pictures of the words that stayed on the whiteboard throughout the lesson, so the students could help themselves whenever they were unsure of anything.

As a result of this lesson we now realise...

We realise that preparing a CLIL lesson takes a lot of time and thinking, but at the same time, it makes learning a new language much more fun for the learners. It is also a much more authentic way of learning, especially compared to the way we were taught English (by only repeating new words until we knew them by heart). We will surely try to use CLIL as much as possible in our lessons.

A LIST OF ALL THE MATERIALS WE WORKED WITH

- <http://www.teachingenglish.org.uk/article/senses-0>
- <https://www.youtube.com/watch?v=TtL11JXG1mc&feature=youtu.be>
- <http://bainbridgeclass.blogspot.si/2012/01/handy-way-to-learn-about-texture.html?showComment=1326237729188#c3605442248393128809>
- Curriculum for science (Učni načrt: Spoznavanje okolja):
http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_spoznavanje_okolja_pop.pdf
- Curriculum for foreign language – English (Učni načrt: Angleščina):
http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_anglescina.pdf