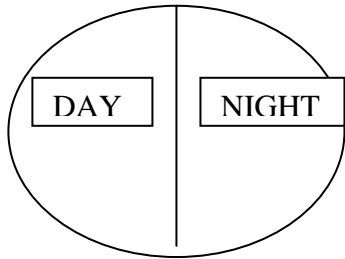


TOPIC**CHRONOLOGICAL TIME AS A CYCLE****@ By Sandra Steffenino****Scuola elementare Quarto d'Asti**

(after CLIL course– Gloucester 2008 – International Study Programmes)

Age	7 years old
Subjects	History, Science, Geography, Computer Science, Physical Education...
Topic Content	<ul style="list-style-type: none"> ❖ relationship between “time” and animals and trees ❖ relationship between action and time ❖ relationship between light and darkness and ear and eye (2 senses) ❖ relationship between light and darkness and animals (nocturnal animals) ❖ life as a cycle: animals metamorphosis (frog, butterfly,...)
Language	What do you do at night? what do you do during the day? I..... at night (during the day), I'm and you? At night (during the day)I can;What can you do? I can ...
Vocabulary	day, night, ear, eye, sleep, walk, play, drive, sun moon, star, tree, darkness, car, shadow, clouds, sound, bell, horn, engines, bark, rain, wind, silence, howl, music, speak, footstep, owl, bat, fox, moth, badger, rat, beetle, wolf, shark... fly, drink, eat, slither, swim, run, climb,.....
Cognitive skills	listening, cutting, collaborating, folding, drawing, understanding instructions, talking, reading, comparing, classifying, responding, imaging, seeing consequences, classifying, finding links, discussing.
<u>Learning styles</u>	auditory, visual, kinaesthetic, manipulative, verbal – linguistic, interpersonal,
<u>Autonomy decision making</u>	deciding what they have to drawn, or what action they are or if they write or draw...
<u>Autonomy decision making</u>	Guess: who am I?

Process



Lesson 1

Start from a question:

- What happens during the day (night)?

Brainstorming in mother tongue

Children are divided in 2 groups: they draw on a piece of paper 2 actions each, 1 for night and 1 for day actions. Then they glue these pictures on a poster.

They ask each other (looking at the poster):

- What do you do at night (during the day)?
- I ...(mother tongue)... at night (during the day)

Pupils choose one action and they attach it on their T-shirt (with blue tack or adhesive tape). They walk around the class while music is playing and when the music stops children ask each other: I'm day (night), I and you?



Lesson 2

Start from a question:

- What can you see (hear) during the day (at night)?

Brainstorming at the blackboard with words and pictures (in this way pupils can read or only watch at the pictures)

Pupils draw on a piece of paper what they can see (hear) during the day (at night) and then they glue it on a poster

	DAY 	NIGHT 
EAR		
EYE		

In groups they make two books :

“During the day I can ... see(hear)”

“At night I can ... see (hear)”

Each child chooses either to draw or to write.

Then say each other:

“During the day (At night) I can... (mother tongue or English)”and point the action in the book.

Lesson 3

Start from a question:

- What would happen if you couldn't see?

-Brainstorming in mother tongue.

-In pairs one child is blind and another child is the guide.

The blind child must walk around the classroom, he can decide if using only the ears (listening to the information) or holding his hand with the guide.

He must say **why?** he decided this.

-Ask to the children:

- Is anyone able to move in the darkness?

-Brainstorming in M.T. at the blackboard.
-Perhaps children could say also “something able to move in the darkness like car (they have lights)”
-Sharing, between all the things, nocturnal animals. For example asking to the children (in M.T.): “some of these things have a common feature. Which are? And why?”.
So they have to classify.

-Each pupil draws a nocturnal animal with black pencil that later will photocopy for the others (owl, bat, fox, moth, badger, rat, beetle, wolf, shark...).

Lesson 4

What can nocturnal animals do? Or also can't do?

Brainstorming in M.T.

Nocturnal animals can: fly walk, drink, eat, jump, slither, swim, run climb,...

-teacher give the pupils one worksheet with nocturnal animals.

-teacher says: “Cut out only the animal that can run, then that can fly...”

On their own desk they make some groups.

-pupils choose one animal for group, stick the picture on a pencil/felt-tip and use this like a mask, they ask each other:

- I'm a, I can What can you do?

-Pupils are in a circle. Teacher has cards with nocturnal animal and she is in the circle with the pupils. She takes out one card and says: It's a ...(bat). It can..(fly).

Children move in the circle miming one action that this animal can do, and saying I'm a ...(bat) I can (fly).

-Evaluation

children can prepare cards with name or picture or guess about nocturnal animal.

If they know colour, name of parts of the body, they can write in English or in M.T.

Then they ask each other *I'm a bat. Who am I?* And the answer is in mother tongue “pipistrello”

Or “I can fly. Who am I?” “I'm black. Who am I?” “I've got wings. Who am I?”.