Template to outline a CLIL eBook

Subject:Science                                      Teacher: Jimena Acevedo Reina

Title of the eBook: Landscapes around the world

Course / Level: 2th primary grade

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| 1. Learning outcomes / Evaluation criteria | Children will have to be able to distinguish different landscapes and to identify the main elements of each one |
| 2. Subject Content | Coastal landscapes, rainforests, deserts, poles, mountainous landscapes, flat landscapes, woods and forest |
|  | 3. Language Content / Communication |
| Vocabulary | landscape, mountain range, peak, slopes, valley, village, cliffs, harbour, island, archipelago, lighthouse, jungle, igloo, eskimo, iceberg, fields, crops, river, narrow, wide, road, highway |
| Structures | There is...  There are...  In X we can see…  In X you can find... |
| Discourse type | The teacher will introduce the topic showing pictures to the students and asking them what they can see.  The teacher will scaffold the students using vocabulary they have learnt in first grade and in second grade so far. For example the names of the animals you can find in each landscape, the weather and climatic conditions of each of them... |
| Language skills | Listening - students will listen the teacher explaining the lesson  Writing- students will label the pictures and write information for their poster  Speaking - they will have to guess and ask questions |
| 4. Contextual (cultural) elements | Children will understand why the place in which they live is as it is, and will see the lifestyle of other people depending on the landscape in which they live. |
| 5. Cognitive (thinking) processes | Students will have to compare different elements of the landscape, such as the weather in  all of them, the kind of roads, rivers and villages you can find there. After comparing they will have to guess why those characteristics belong to these landscapes. |
| 6. (a) Task(s) | 1. Students will match the names of the landscapes with a picture of them; then  they will have to guess elements you can find on them, and later they will check and complete their characteristics with a listening. 2. Children will have to draw some elements of each landscape told by the teacher 3. After having drawing them, students will have to describe those elements in their own words, and later they will be given definitions and explanations so that they can have a complete and elaborate definition. |
| 6. (b) Activities | At the end students will be divided into groups of four people and will design a poster gathering the elements of the landscape they have been assigned, using photographies, their own drawings, important information, and 3D elements such as sand for the desert, cotton to make the snow of the poles.. |
|  | 7. Methodology |
| Organization and class distribution / timing | 1. Teacher in front of the class explaining. Whole class-guessings aloud 2. Listening to complete information 3. Individual work |
| Resources / Materials | cardboards, glue, flashcards, pictures |
| Key Competencies | Linguistic communication competence  Social competence  Cultural and artistic competence  Autonomy and personal initiative  Learning to learn competence |
| 8. Evaluation (criteria and instruments) | Class participation  Clearness of explanation  Individual and group work assessments |

Adapted from samples by Pérez Torres, Isabel.