

ZINTEGROWANE NAUCZANIE PRZEDMIOTOWO-JĘZYKOWE (CLIL)

NA I ETAPIE EDUKACYJNYM

– SCENARIUSZE LEKCJI

ANETA SADOWSKA-MARTYKA

Pozwólcie dziecku doświadczać po omacku, wydłużać swe korzenie, eksperymentować i drążyć, dowiadywać się i porównywać, szukać w książkach i materiałach źródłowych, zanurzać swą ciekawość w kapryśnych głębinach wiedzy, pozwólcie mu wyruszać w podróże odkrywcze – czasem trudne – ale pozwalające znaleźć taki pokarm, jaki będzie dla niego pożywny.

(C.Freinet, *Gawędy Mateusza*)

Wstęp

Zintegrowane nauczanie przedmiotowo-językowe (CLIL) wydaje się być ważnym trendem w programach nauczania Europy. Dziś pod różnymi nazwami wykorzystuje się podobne podejścia w wielu różnych państwach. Jest to podejście do edukacji dwujęzycznej, w którym zarówno treści programu nauczania jak i język obcy przekazywane są łącznie. Jest to sposób nauczania przedmiotów szkolnych przy pomocy języka, który uczeń opanowuje, nadal otrzymując konieczne wsparcie językowe (inaczej niż w tradycyjnym kształceniu przez język).

Na CLIL można też spojrzeć, jako na sposób uczenia języka przez uczenie się wyspecjalizowanych treści. Innymi słowy treści – a nie język nakreślają zakres materiału.

Nauczyciele języka muszą ściśle współpracować z nauczycielami przedmiotów, by zapewnić odpowiedni rozwój języka, co wymaga konieczności poświęcenia czasu na planowanie i przegląd osiągnięć. W tym kontekście polski system kształcenia zintegrowanego – gdy jeden nauczyciel – wychowawca prowadzi klasę wydają się stwarzać idealne warunki do pracy metodą CLIL.

Założenia

Każdy okres w życiu dziecka jest ważny i trudny, pełen nowych wyzwań i zmian, ale wiek między 6 i 10 rokiem życia jest szczególny. Wraz z rozwojem nowych operacji umysłowych i nowych sprawności (dodawanie, odejmowanie, włączenie do klasy) następuje ogromny krok naprzód w logice dziecka, które staje się zdolne do umysłowych i fizycznych czynności, na znanych mu przedmiotach, w inny, nowy sposób.

W tym okresie bardzo ważne są dla dziecka kontakty z rówieśnikami, akceptacja w grupie i stopniowe usamodzielnianie się. Stopniowo wzrasta motywacja do nauki i możliwość przyswajania wiedzy. Bardzo ważnym staje się, aby w tym okresie ukształtować i umocnić w dziecku prawidłowe postawy i nawyki w stosunku do nauki oraz wiary we własne możliwości.

Przedstawione propozycje zajęć zakładają, że nadrzędnym celem pozostaje stymulacja wszechstronnego rozwoju dziecka – niezależnie od treści, które przekazywane są uczniowi w klasach I-III. W tym kontekście szczególnego znaczenia nabiera nie tylko to, czego dziecko się uczy, ale jak zorganizowany jest proces dydaktyczny.

Proponowane zajęcia uwzględniają zróżnicowane warunki, w jakich pracują nauczyciele, uczący dzieci w wieku 6 do 9 lat. Ilość lekcji, podczas których będą realizowane wybrane zagadnienia, oraz zakres słownictwa, oraz struktury gramatyczne, będą zależały, od liczebności grupy oraz liczby godzin, którymi dysponuje nauczyciel.

Ważnym założeniem jest przyjęcie , nierozłączność treści programowych i metod pracy dla wszystkich oddziaływań nauczycieli na pierwszym etapie edukacyjnym oraz uwzględnienie 7 obszarów edukacji: językowa, przyrodnicza, społeczna, matematyczna, plastyczno-techniczna, muzyczna i zdrowotna.

Zarówno podczas planowania, jak i wdrażania proponowanych zajęć towarzyszyło mi przekonanie, że każde dziecko jest wyjątkowe i uzdolnione, a ciekawy i różnorodny układ zadań umożliwi każdemu z nich poznanie i rozwijanie swoich zdolności.

Nauczyciel podczas zintegrowanych zajęć językowo-przedmiotowych stara się stworzyć warunki umożliwiających uczniowi:

- * dostrzeganie i stawianie problemów, a także ich rozwiązywanie
- * rozumienie co i dlaczego robią
- * rozwijanie własnych sposobów rozwiązywania problemów
- * komunikowanie swoich myśli i oczekiwań i przyjmowanie informacji zwrotnych
- * uczenie się we współpracy – wykorzystując techniki pracy w grupach kooperacyjnych (cooperative learning)
- * stwarzanie warunków do zarówno grupowego jak indywidualnego działania
- * ocenianie i samoocenianie
- * korzystanie z różnych źródeł wiedzy i informacji

Zaproponowane przykłady lekcji to pomysły na pojedyncze zajęcia i ćwiczenia (*Sandwich, Different but the Same, Archimboldo*), jak również cykle tematyczne (*Bread, Shapes*), które mogą być dowolnie rozszerzane. Mają one na celu zachęcenie wszystkich nauczycieli, którzy uczą języka angielskiego dzieci w klasach I-III do podejmowania prób tworzenia własnych programów, w oparciu o warunki, w których pracują oraz podręczniki, które są używane w ich szkołach.

Topic	From Grain to Loaf
Age	8/9
Content Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • identify the stages of bread making • observe, collect data and draw conclusions • name different kinds of bread and their origin • classify and sequence • work cooperatively
Language Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • listen for general understanding • express personal opinion • express feelings – likes and dislikes • repeat key vocabulary and phrases • sing a song, say a rhyme
Curriculum Integration	Languages – Science - Art - Citizenship
Preparation	<p>A basket with different kinds of bread, matzo bread, regular loaf of typical Polish bread, yeast, sugar, water, balloons, small plastic bottles, playdough (find a recipe at: https://www.youtube.com/watch?v=22XQDhIKMik) Memory game – Different Types of Bread (see below)</p> <p>You can use some internet materials: How is made- Bread: https://www.youtube.com/watch?v=KS6b9WbHgoE The Little Red hen from Speakaboos: https://www.youtube.com/watch?v=smspKuKqt5c</p> <p><u>Children literature for possible extension :</u> The Little Red Hen by Sue Arengo , The Little Red Hen Makes a Pizza by Philemon Sturges</p>
Procedures	<p>What kinds of bread do you know? Students interview friends and relatives to collect data about the most popular bread. They present the information in a form of a bar/pie chart.</p> <p>Let's Taste Teacher prepares a basket with different bread, including bread from different countries (pita, challah, matza) and asks the children to name it. Organize a “blind” taste test where children try to identify different kinds. They express their preferences collected in a chart, leading to information what is the class favorite type of bread.</p> <p>Our Daily Bread</p>

Students bring a piece of favorite bread consumed by their families. They share it with the class.

In groups students match bread from different cultures with pictures. They can play memory game.

The Little Red Hen

Telling/Reading the story, followed by activities related to it:

- sequencing pictures
- singing "Once There Was a Little Red Hen"
- Chanting "Little Red Hen"

How Do You make Bread?

The students in groups brainstorm ideas about the ingredients you need to make bread, for younger students a teacher provides a list, where they circle the items they decide to choose.

Next children can visit a bakery or watch film about making bread.

Then they sequence the simple sentences showing the procedure of making bread.

If possible children can bake bread, rolls or buns in class.

Is Yeast Alive?

Teacher asks students to discuss in groups differences in matzo bread, which is crispy and hard and typical loaf which is soft and spongy.

They try to find the reason why the bread is different.

The class brainstorms what do we know about yeast. The teacher states a question - if yeast makes bread grow – does it mean that it is alive?

The groups set the experiment by labeling the necessary items (a bottle, a spoon, some water, some sugar, a balloon).

Next they follow the instructions provided by the teacher and mix the ingredients in a bottle, next place the neck of the balloon over the neck of the bottle.

Once the balloon is inflated the teacher explains that yeast is living microorganism and that means it eats and reproduces. As the yeast eats the sugar, it releases the gas called carbon dioxide. The gas fills the bottle and then the balloon.

Designing My Bread

Children individually design a new kind of bread using play dough, deciding upon a shape, size, price etc. They write a short description following the pattern provided by the teacher.

Topic	Different but Similar
Age	8/9
Content Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • identify elements that make people similar or different. • appreciate individual differences that create unique personalities • respect differences • work cooperatively
Language Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • listen for general understanding • express personal opinion • give personal information • express feelings – likes and dislikes
Curriculum Integration	Languages – Art - Citizenship
Preparation	<p>CD player, white paper, coloured paper,</p> <p><u>Children literature for possible extension :</u> Whoever You Are by Mem Fox The Mixed up Chameleon by Eric Carle Elmer by David McKee</p>
Procedures	<p>How are we similar? Teacher starts the lesson by giving some personal information (<i>I've got brown eyes. I have a dog.</i>) Students listen carefully and have to stand up if the sentence is true for them. Next students can take turns in being the leaders of the game and providing personal information.</p> <p>The students standing in a circle listen and follow instructions (<i>e.g. girls with blue eyes clap your hands / boys with curly hair jump three times</i>).</p> <p>The teacher draws a bar graph on the board and together with students fills in the information including: colour of eyes, hair (long/short/curly/straight/wavy), freckles, etc.</p> <p>Children build sentences following the frame provided by the teacher on the board: <i>(number) students in our class have got (information) / only one student in our class has got (information).</i></p> <p>Mix-Freeze-Pair Students walk quietly around the room while the teacher plays some music. When the teacher stops the music and says “FREEZE”, children immediately stop and stand still. Now the teacher says “PAIR” and the</p>

students link arms to show they are partners. The ask each other questions according to the frame provided by the teacher on the board: *Have you got (brother/sister/dog/cat)? Do you like (bananas/apples/English)?* They have to find at least one thing in common. Now the pairs in turns say what they have in common. (e.g. *I have got blue eyes and Ala has got blue eyes too.*) Then the teacher says “MIX” and repeats the activity.

Students are divided in groups of four and have to write four sentences saying how are they the same. The teacher gives language support by writing language frames on the board (***We are ... We like... We live... We have got... We like ... We don't like ... We are wearing...***).

Students in group present their work to class.

Finish the activity with discussion eliciting from the students that they have a lot in common and differences only make life interesting.

You Are a Star

The students get a piece of white A5 paper and a coloured A5 paper each. They fold the small one and draw a big star on it and stick it on the coloured paper.

Now all the children write their names on small stripes provided by the teacher, fold them and put in a box. In turns they draw one stripe each and they do not show it to others. In the middle of the star they write the name they have on the strip. Now they open the folded card and draw w symbol showing what the child is good at.

After displaying all the stars on the board the children in turns open each star building sentences following the pattern: ***(name of the s) is a star because he/she is good at ...***

The end of the activity is to finish the lesson with the conclusion: “Nobody is good at everything but everybody is good at something.”

Topic	Making a Sandwich
Age	6/7 years old
Content Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • feel comfortable working with classmates • be willing to share • be aware of all the members of the class
Language Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • listening for general information • name the ingredients necessary to make a sandwich • follow instructions
Curriculum Integration	Physical Education - Citizenship
Preparation	<p>CD player, cards with letters B, CH, H (according to the number of students)</p> <p><u>Children literature for possible extension :</u></p> <p>Ketchup on Your Cornflakes? by Nick Sharratt The Disgusting Sandwich by Gareth Edwards</p>
Procedures	<p>The teacher asks the students what makes a sandwich (two slices of bread and ham/cheese/lettuce etc). The students line up and draw from a box a card with a letter B (bread) H (ham) or CH(cheese). The teacher tells the student that if they are bread they must be still and flat not moving their hand or heads and invites the children to decide how would jam and cheese “behave” (move).</p> <p>When the teacher plays music the students move around. When the music stops the children must combine into sandwiches.</p> <p>When/if any students are left the teacher asks the students if there is a way to include the “ingredients” eliciting that the sandwich can always have two slices of cheese or both cheese and ham.</p> <p>The game can be used in many variations by adding ingredients to the sandwich or changing sandwich into a hotdog or salad.</p>

Topic	SHAPES
Age	7/8
Content Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • identify properties of 2-dimensional shapes • recognize shapes in the environment • create original work of art using shapes • work cooperatively
Language Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • listen for general understanding • name the 2-dimensional shapes • build sentences about the properties of 2-d shapes following the pattern provided
Curriculum Integration	Languages – Maths - Art
Preparation	<p>A4 and A5 coloured paper for each student, foam shapes set and a shoe bag one per group, one speaking frame per group, a tangram and a copy of a workshit for Shape Animals – one per student</p> <p><u>Songs on You Tube:</u> https://www.youtube.com/watch?v=WTeqUejf3D0 https://www.youtube.com/watch?v=pfRuLS-Vnjs https://www.youtube.com/watch?v=v38vp3IwLho</p> <p><u>Children literature for possible extension :</u> <i>Shapes (Learning with Animals)</i> by Melanie Watt, <i>So many Circles, So Many Squares</i> by Tona Hoban <i>The Shapes We Eat</i> by Simone T.Ribke <i>Shapes in Art</i> by Lucy Micklethwait</p>
Procedures	<p>SHAPES</p> <p>The children are given coloured paper and they make different shapes following teacher's instructions. The teacher asks how many sides and corners has each shape got and introduces the names of the shapes (rectangle , triangle, circle, square, pentagon, hexagon, heptagon, octagon, oval).</p> <p>Children repeat with the teacher a chant about shapes. Next they practice it in pairs.</p> <p>Guessing a Shape</p> <p>Teacher introduces the feely bag game, which children play first as a</p>

class and then in groups guessing the shapes in a bag.
They build sentences following the pattern provided by the teacher.
I know it is a (shape) because it has got (number) sides.

Find Shapes Around

Pupils name objects in class with different shapes. Next individually they draw four pictures adding elements to four shapes provided. They share their drawing within the groups.

Shape Animals

Students get a tangram which they cut and a handout where they will design an animal sticking the shapes from a tangram. They present their ideas in class display.

What Do I Know about 2-D Shapes?

Students build sentences according to the pattern provided in a handout and write them down.

Possible extension: students get a handout with four 2-D shapes and change them into real world objects.

Topic	Food Art
Age	8/9
Content Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • name some fruit and vegetables • describe how different food looks and feels • express themselves creatively • work in cooperation
Language Objectives	<p><u>Ss will be able to:</u></p> <ul style="list-style-type: none"> • listen for general understanding • name some fruit and vegetables • answer questions • describe a picture • express personal opinion
Curriculum Integration	Languages – Art - Science
Preparation	<p>A basket of fruit and vegetables or a set of cards or photos, four pictures of Arcimboldo's paintings (e.g. Spring 1573, Summer 1573, Autumn 1573, Winter 1573) laminated and cut into pieces, crayons or markers, one copy of writing frame and one copy of speaking frame per group.</p> <p><u>Children literature for possible extension :</u> Food for Thought by Saxton Freymann, A World of Food: Discover Magical Lands Made of Food You can Eat by Carl Warner</p>
Procedures	<ol style="list-style-type: none"> 1. The teacher brings a basket of fruit and vegetables , holds them up one-by-one and helps the children name and describe each piece. Students should be allowed to touch, feel and smell as well. 2. Now students are asked to brainstorm how they use the food they have named. 3. Next children in groups put together four sets of puzzles - four pictures representing the four seasons painted by Arcimboldo. 4. The teacher writes three questions on the blackboard: A) What do you think the four pictures represent? B) Who is the author (a man or a woman)? C) What nationality is the painter?

	<p>Each group discusses the possible answers.</p> <ol style="list-style-type: none"> 5. Each group states their points of view. The teacher shares some information about Giuseppe Arcimboldo. 6. Children work in groups to name as many fruit and vegetables as they can . 7. Children work together, using crayons, sharing one piece of paper to create a face made of fruit and vegetables. They describe their face by filling in the handout prepared by the teacher. 8. Each group presents their work to the rest of the class.
	<p>It is possible to extend the topic by preparing Funny Sandwiches in class. Children bring slices of bread, cheese, ham and all the other ingredients such as green or/and red pepper, tomatoes, spring onion, cucumbers etc. After naming all the food students prepare sandwiches making them into funny faces. They perform a mini-drama presenting in pairs their sandwich people. Following the writing/speaking frame provided by the teacher.</p>

Writing frame for fruit/vegetable face in a style of Giuseppe Arcimboldo

<p>This is It is and <i>(winter, spring, summer autumn) (red, yellow, pink, green, white, brown, black, white, orange, blue)</i></p> <p>He/She likes He/She doesn't like </p> <p>He/She can He/She has got </p>

Speaking frame for group presentation

1	2	3	4	5	6	7	8
We chose	oranges bananas an apple lettuce grapes tangerines turnips potatoes	because	it they	is are look looks	brown red yellow green round spiky smooth long	like	curly hair dark hair straight hair earrings eyes lips a nose

Writing frame for sandwich faces

Eyebrows: _____ Eyes: _____ Mouth: _____ Nose:

Hello! My name is I am Years old. I like
.....

My eyes are made of My mouth is made of My nose is
.....