

# Planning a CLIL lesson

The following is a template and checklist to help teachers plan a CLIL lesson. When designing units for students it is advisable to take these items into account and reflect upon the learning outcomes to be achieved.

<b>Name:</b>  <b>Counting Through Tangos</b>	<b>Subject:</b>  <b>Maths</b>	<b>Language:</b>  <b>English</b>	<b>Level:</b>  <b>1° Elementary</b>
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## Aims of lesson:

### **Students will know about/ be able to/ be aware of, etc.**

- To know names of numbers 0 to 10.
- To count from 0 to 10 through flamenco rhythms.
- To identify the numbers and read their names.
- To be aware how to use their musical culture as a way to learn.

## Language aims:

### **Grammar + vocabulary acquisition needed to complete tasks and to aid comprehension (vocabulary, sentence structure, text organisation, ...)**

- Numbers from 0 to 10.
- Verbs of actions: listen, write, complete, watch, count, identify, compare...
- Can you count 0 to 10? And backward?
- Present simple structures

## Language support:

### **How will you guide the students in the use of the L2?**

- To perform activities in the classroom: listen, watch, paint, match, colour, identify, name, draw, circle, copy...
- Classroom language: "Be quiet", "Silence, please", "Can you repeat that, please?"....

**Procedure and methods:**

- Lower order thinking skills: -Remembering: recognizing, listing, identifying and Naming. -Understanding: comparing and classifying.
- Applying: using.
- Cooperative work.
- Higher order thinking skills:  
Creating: designing and inventing.
- The computers will be used for a CLIL Lesson

**Assessment:**

- Know names of numbers from 0 to 10.
- Count from 0 to 10 through rhythms.
- Identify the numbers and write their names.
- Respect their musical culture as a way to learn new knowledge at school.
- Work in groups. -Participate in classroom activities.
- Keep a good attitude during the unit.
- Complete a self-assessment sheet at the end of the unit.

## Checklist

*Have you considered the following factors?*

Factors to consider	Yes/No	Describe how this will be included in the lesson
<b>Content – Learning outcomes</b>	Yes	It is described in the aims.
<b>Communication</b> (groups, pairs, peers, teacher-student etc.)	Yes	Teacher - Student
<b>Cognition</b> (methodology, mental processes, multimodality)	Yes	It is described in procedure and methods.
<b>Cultural issues</b>	Yes	Flamenco music for pupils coming from the gipsy culture
<b>Language demands and language support</b> (grammar, vocabulary, when, why and how, text structure, text organisation)	Yes	It is described in the language aims
<b>Materials selection</b> (what to use, why and how)	Yes	It is described in procedure and methods.
<b>Teacher's role</b> (engaging students, providing input,	Yes	The aim for the teacher is to engage, energise the group and provide

*Template and checklist to plan a CLIL lesson designed by Cecilia Leboeuf.*

providing support)		support.
<b>Student's role</b> (how is this lesson learner-centred?)	Yes	The lesson is centred in the learners since it starts from zero and contains meaningful parts for them.
<b>Thinking skills</b> (factual Qs, why/how Qs, hypothesis, synthesis, prediction. Does it support Higher Order Thinking?)	Yes	Creating and designing a rythm
<b>Scaffolding and variety of input/ text, audio, video etc.</b> (support for input and/or output)	Yes	Video, text and song with lyrics