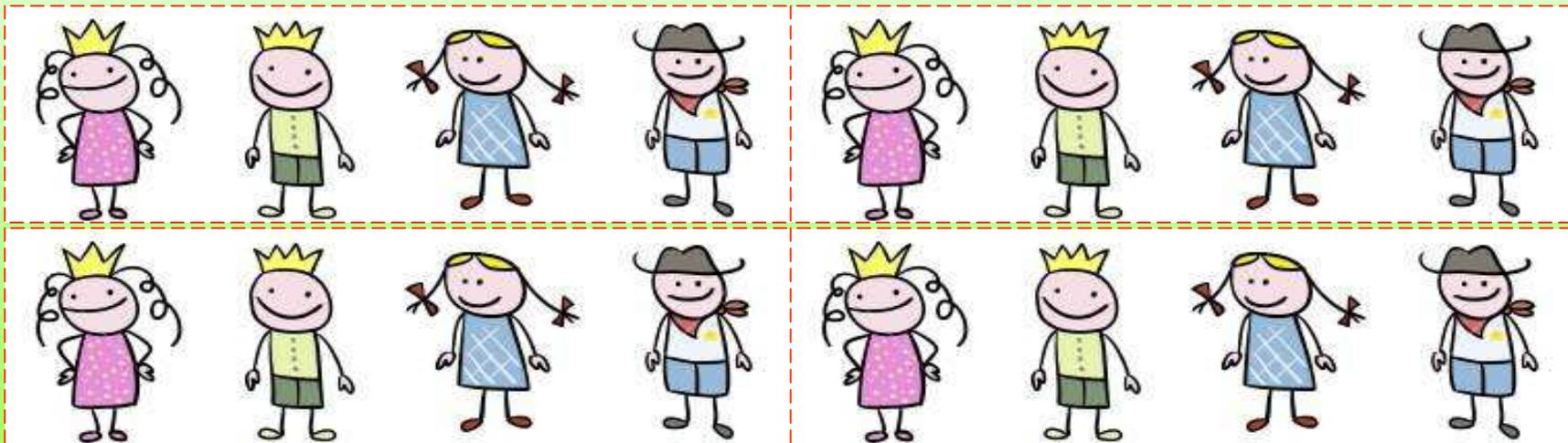


Learning about America

Crosscultural_CLIL@school

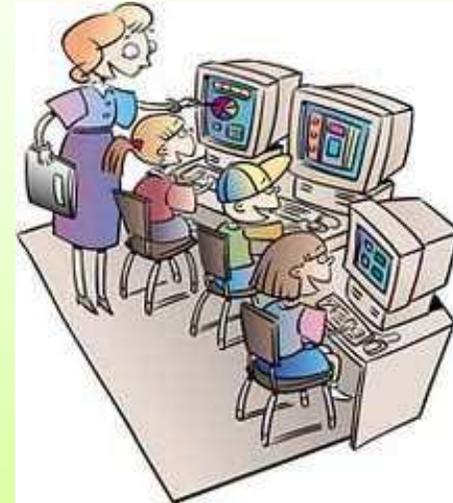
Proposta per un percorso di formazione in servizio



a.s. 2008 - 2009

CLIL - Language Across the Curriculum

Verso una **progettazione trasversale condivisa e negoziata ...**



Educazione = **Linguistica**

Competenze chiave = **Asse dei Linguaggi**

Competenza privilegiata = Imparare a imparare

Tema = **Learning about America Across the Curriculum**

Lingua comunitaria = **Inglese**

Apprendimento = **trasversale**



Proposta di un percorso CLIL

Learning about America

Cicli scolastici

- Infanzia
- Primaria
- Secondaria I grado

Assi

- Asse dei linguaggi
- Asse storico-antropologico
- Educazione alla cittadinanza

Condivisione esigenze reciproche

Presenza di decisioni condivise rispetto a:

- Management (individuale, coppie, gruppo)
- Metodologia
- Uso TIC
- Costituzione gruppo/i di riflessione (brainstorming, input , language grading, spiral approach)
- Alto grado flessibilità nell'implementazione dei percorsi

N.B.

I percorsi potranno essere usati in tutti i cicli scolastici
previ debiti adattamenti



Decisioni condivise I

Management

Verranno utilizzate attività

- individuale
- a coppie
- di gruppo
- in plenaria



Razionale

Gli allievi/e devono familiarizzare con ii nuovi input e le modalità di ascolto e interazione

Approccio

Comunicativo e Umanistico

Razionale

Mettere al centro del processo la comunicazione e la relazione abbassando il filtro affettivo.

Decisioni condivise II

Linguaggi

La proposta viene sviluppata nell'ambito dell' **Asse culturale dei linguaggi**

- **Lingua italiana**
- **Lingua comunitarie**
- **Uso TIC**

Risultati attesi

Costruzione di una proposta didattica attenta al processo di apprendimento-insegnamento di contenuti in lingua inglese volto a potenziare le abilità degli allievi tenendo presenti le quattro abilità

- parlato
- ascolto
- lettura
- scrittura

Conoscenze = studiare l'America

Competenze = comprensione e costruzione di competenze su contenuti in lingua inglese

- **Costruire un segmento omogeneo per**
 - **assunti pedagogici** (considerando in particolare la modalità dell'input)
 - **proposte educativo-didattiche pur nella differenza di livello del target**
- **Costituzione gruppo/i di riflessione in verticale**



GEOGRAPHY

Ciclo scolastico ⇒ Scuola Primaria



Finalità

Presentare e far apprendere e produrre contenuti specifici in lingua inglese, utilizzando strategie adatte al target

Target

From six to seven years of age

CONTENT AREA = GEOGRAPHY

TOPICS

CONTINENTS AND THE USA

Assumed knowledge

- what is
- colours
- affirmative, interrogative and negative forms of 3rd person to be

Children Revise

- Numbers
- Ordinals
- Wh questions (what, where, ...)

SKILLS

- listening
- speaking



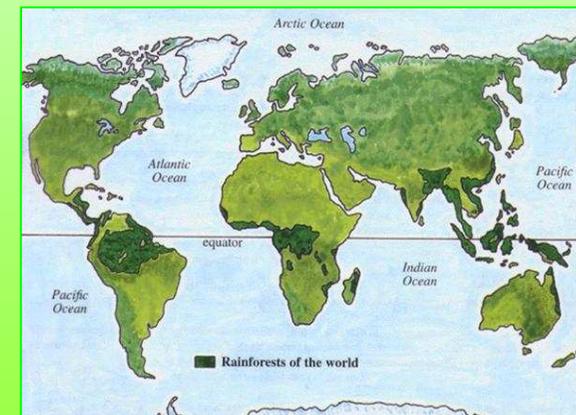
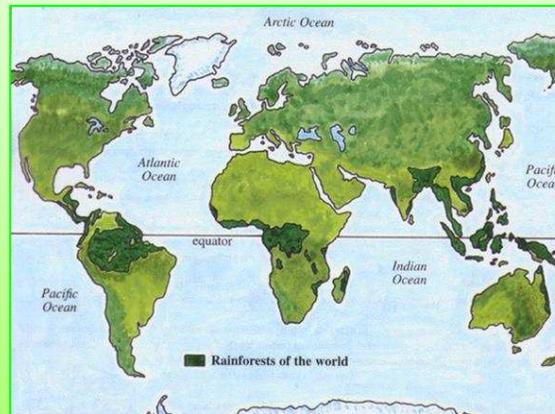
Content and Language

NEW INPUT

Children Learn

- To identify , numbr and locate continents
- To identify, recognize and speak about Cardinal Directions/Points
- Members States of America
- Microlanguage

- lowland
- ocean
- sea
- river
- lakes
- mountains
- hills
- deserts
- names of cities and capital cities



BRAINSTORMING

Teacher puts a globe on her desk

Teacher's prompt children

- what is this? (it is a **globe**)
- what colours can you see? (green-blue-brown-black)
- what is green? (**lowland**)
- what is blue? (**sea-rivers-lakes**)
- what is brown? (**mountains-hills-deserts**)
- what is light blue? (**ocean**)
- what is black? (**names ...**)

Rationale

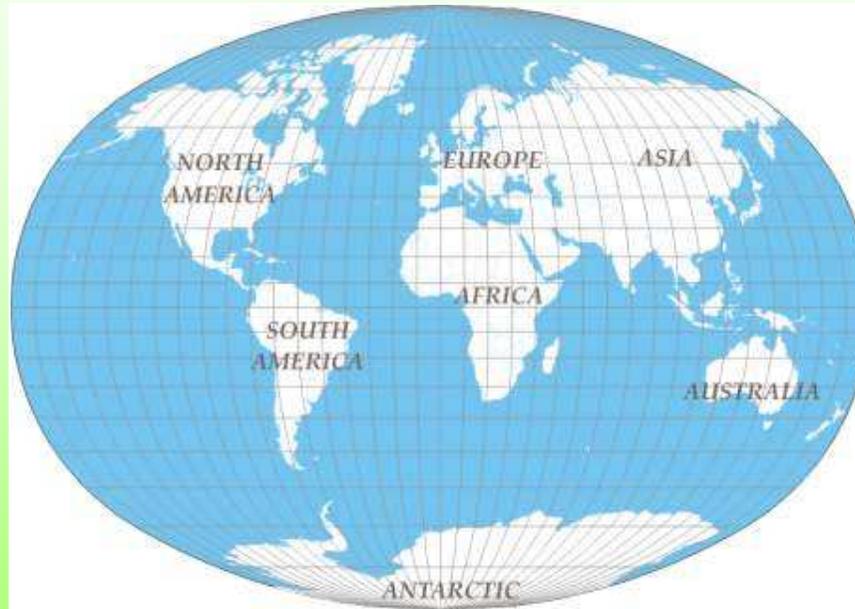
Teacher resorts to children's previous knowledge of the world



Locating places

Activity 1

Teacher shows children a big map about the continents (**OHP**)



Teacher invites children to look at the map and prompts their answer

How many continents can you see on the map?

(teacher points at the continents on the map)

Locating places II

Activity 2

Teacher invites chain work

Let's **repeat the names of the continents aloud**

- EUROPE
- AFRICA
- ASIA
- AUSTRALIA
- NORTH AMERICA
- SOUTH AMERICA
- ANTARTIC



Activity 3

Teacher invites chain work again.

Now children are invited to **put names in alphabetic order**

CONTINENTS

Let's put them in alphabetic order:

1. one **Africa**



3. three **Australia**



2. two **Asia**



4. four **Antartica**



CONTINENTS II

5. five **Europe**



6. six **North America**



7. seven **South America**



Ordering

Activity four

Teacher writes on the blackboard

Children repeat

1st - **the first** is Europe

2nd - **the second** is Asia

3rd - **the third** is ...

4th - **the fourth** is ...

5th - **the fifth** is ...

6th - **the sixth** is ...

7th - **the seventh** is ...

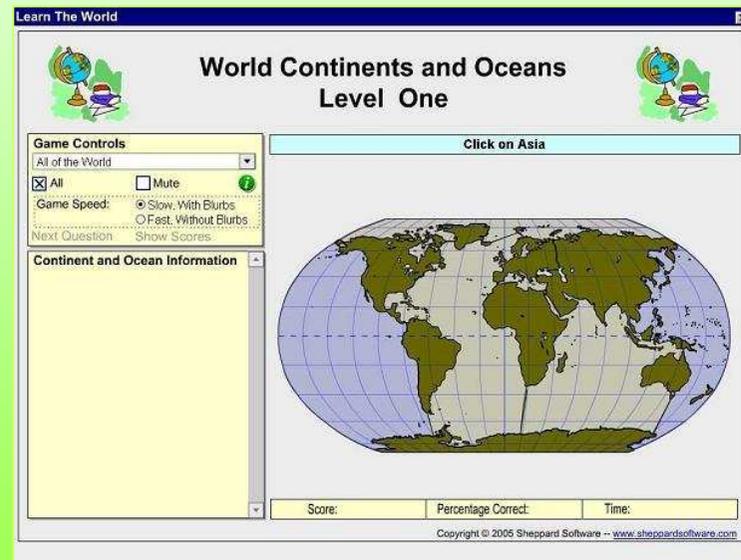


Interacting

Children are invited to interact in a **manipulative activity** resorting to the Web

[Watch and play](#)

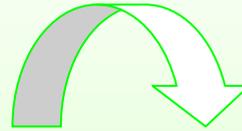
[Play Continent's Game](#)



Connecting Continent with Country

Activity three

Teacher asks children:
What is our continent?



Children and teacher together
It's Europe

Teacher

"We live in Europe" teacher invites children to repeat

PLENARY

Children: **"We live in Europe"**

Teacher **We live in Europe. Italy is in Europe**



Matching pictures with names

Game

Teacher uses some pictures and invites children to **match the pictures with the corresponding continent.**

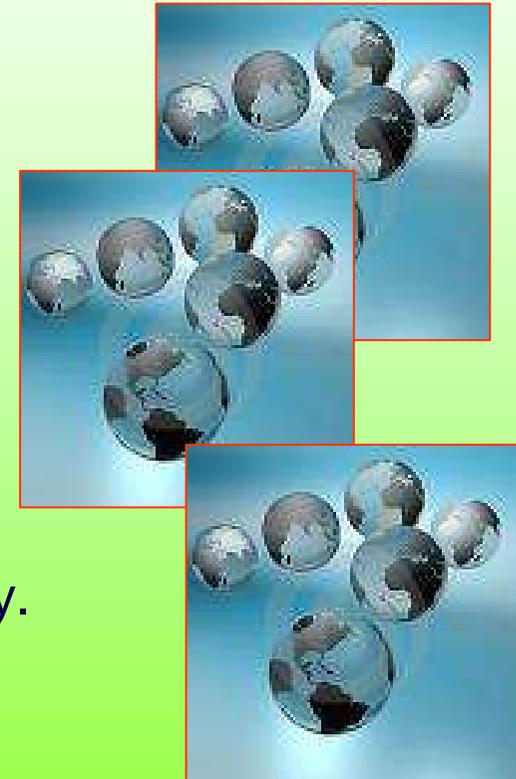
Memory strategy

Rationale

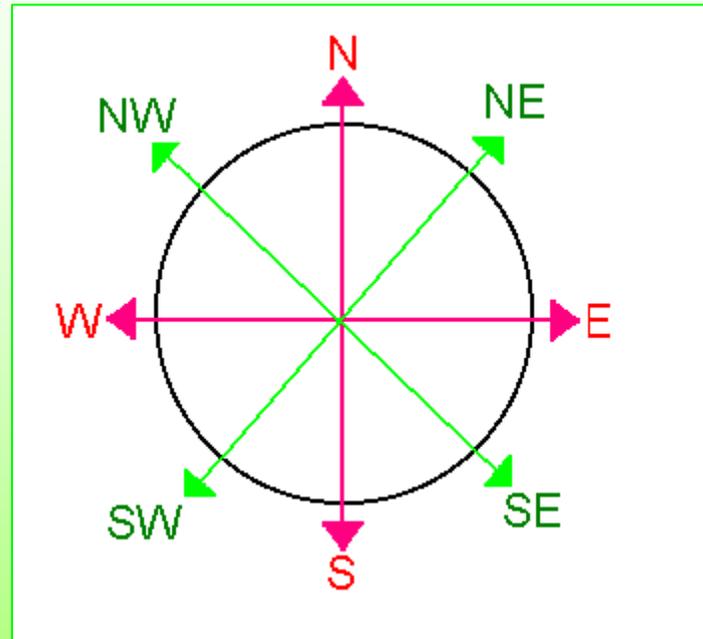
Children

- get familiar with new sounds and names
- learn about the continent
- revise numbers
- recognize different continents in a game-like activity.

Activities as forms of discovery learning



CARDINAL DIRECTIONS/POINTS



N North – S South – E East – W West

ANTARTICA IS IN THE SOUTH

FINDING DIRECTIONS

The Compass

Children experiment finding direction

Teacher tells children

Find ...

The South

The North

The East

The West

What's in the North?

What's in the North East?



America and Cardinal Numbers



Locating States

Pupils refer to the map of America and
Say the names of the member states aloud

Ex:

The State of Washington is in the West

Texas is in the South

Pennsylvania is in the northeast

.....

.....

Game

After previous practice children will take part to a game.

Teacher will ask:

Is Washington in the south of America?

Children have two options

- **No, it isn't**

- **Yes, it is**



CLIL for Nursery School Children

Content -- HISTORY

Topics

The Mayflower and the Thirteen Colonies of America

Thanksgiving Day

This is My Land

Approach

Humanistic

Roles

Children

Active and collaborative

Teacher

- Mediator
- Encourager
- Supporter



CLIL at nursery school

TARGET

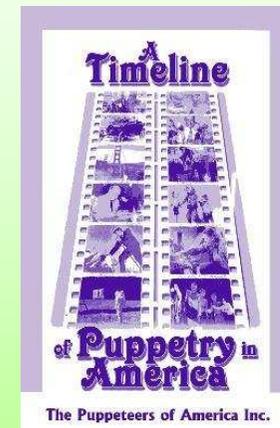
Children from five to six years of age

Content: “**The Thirteen Colonies of America**”



Step 1

Warm up



The teacher uses a **puppet to introduce the subject.**

Mousy is carrying his baggage and says:” Bye bye children, I’m going to America! I have still a long journey, **America is so far!!**”

GOING TO AMERICA BY

The teacher asks children:

“ **Is Mousy going to America BY ... ?** ”



by ship?



by car?



by plane?



by train?

“Which do you prefer?”

I am going to America by ...

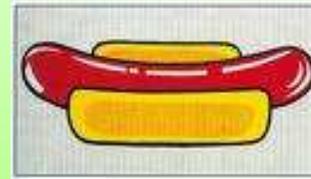
I am going to America by ...

PLANE

SHIP

What do you know of America?

Step 2



Everybody says
what he/she knows of America.

Numbers

Step 3

Numbers

Activity 1

Let's count **from one to thirteen** or more.



Activity 2

Teacher shows one number to the children and **they say the number aloud**

Playing BINGO

Children can play a simplified Bingo to practice numbers



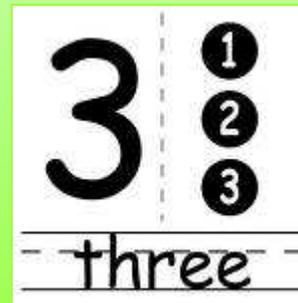
Manipulating Numbers

Skills

Recognizing – Familiarizing - Playing

Children draw numbers

- ONE
- TWO
- THREE



A story about America

Step 4

The teacher tells the story to the children:



“Once upon a time there were people, called **Pilgrims**, in Europe.

Someone lived in **England**, someone in Germany, someone in Spain, someone in France and in other countries. The Pilgrims had different religions so their king said: “You, can’t stay here, go away!”

The Pilgrims were very poor and sad, but they heard that many years ago **Christopher Columbus** had gone to **America**, so they said: “**Let’s go to America!** When we are there, we will produce **tobacco, cotton and sugar**”. They made a **big ship** and called it “**Mayflower**”.

“Let’s start our voyage!” they said. But it was a hard long voyage. There were storms in the sea and the “Mayflower” was often in danger. Finally **the pilgrims arrived in America**. The first pilgrim said: “**This land is my land ! I’ll stay here!**”

The second said:” **this land is mine!** I’ll stay here! The same for the third, fourth and so on and so on .

The Pilgrims founded 13 colonies and became **colonists**. But when they arrived, it was winter and very cold, they didn’t have houses and food. **There were Indians in that place**. Indians helped colonists . They **offered them a big dinner** and they became friends. **The colonists said thanks to Indians and invited them for a big dinner** and

stuffed turkey was the special food



Thanksgiving Day

“The colonists said **thanks to** Indians and invited them for a big dinner.”



This was the first

Thanksgiving Day

THE UNITED STATES CELEBRATION

Even now, every year

on the 27th of November

Americans **celebrate** Thanksgiving Day
with a **friendly big dinner.**



Typical food for Thanksgiving

They eat delicious food

- Turkey
- Vegetables
- Pumpkin cake



Learning History Through Stories

BODY STORY TELLING

Teacher **tells the story** to her children by using “**Total Physical Response**”.

After that, HE/she shows children some **flash cards** with important **key words** as:

- Map of Europe
- Map of America
- Pilgrims



Key words

- Pilgrim/s
- Vegetables
- Ship/s
- Pumpkin
- Tobacco
- Cotton
- Sugar
- Food
- Turkey/ies
- Indian/s



The Mayflower. A Picture story

Activity

Skills

Listening, Comprehension, Matching

Children choose the correct **flash cards** while the teachers tells the story again. Children **associate words with suitable cards** while listening to the story again.

Children watch

[Charlie Brown's Thanksgiving](#)

[Mayflower video](#) and [Pilgrims' Progress](#)



Where is America?

Europe and America. Finding location

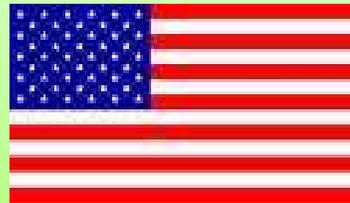
Children look at the map and discover the big sea **between Europe and America.**

The Atlantic Ocean

The Atlantic Ocean is **BETWEEN** Europe and America
Between Europe and America there is the Atlantic Ocean

Italy is in Europe

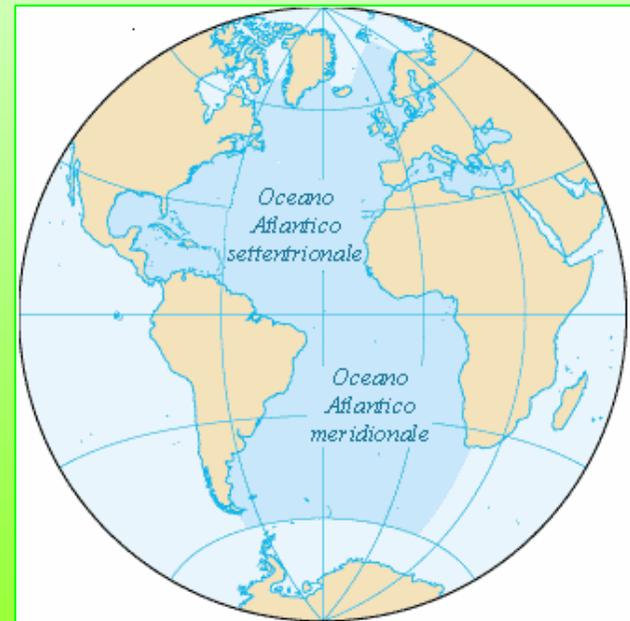
The United States are in America



DRAWING ACTIVITY

They draw the globe and the Continents.

They draw a line between Europe and America.



ROLE PLAYING

Living history in the class context

Some children **pretend to be Pilgrims** from different countries Spanish, Germanic

They say **“Let’s go to America!”** and enter a circle in the shape of a a ship.

They **travel along the sea** (the floor). The voyage maybe dangerous because **sharks** could be in the sea and some **Pilgrims** could die.

When they arrive in America (a big place parted in 13 places) the others say : **“I’ll stay here, this is my land”**.

The Pilgrims who cannot find a land, are out of the game

The children who are able to catch a piece of land will be the winners.



Listening about American History

Listening Activity

The teacher asks children to watch [the video](#).

The video provides a collection of shots on American different landscapes and is accompanied by the song **Bruce Springsteen- Live, This Land is Your Land**



Rationale

The video provides children with the occasion to visualize the different landscapes of The United States of America

Singing about America

Children to listen [to the song](#)

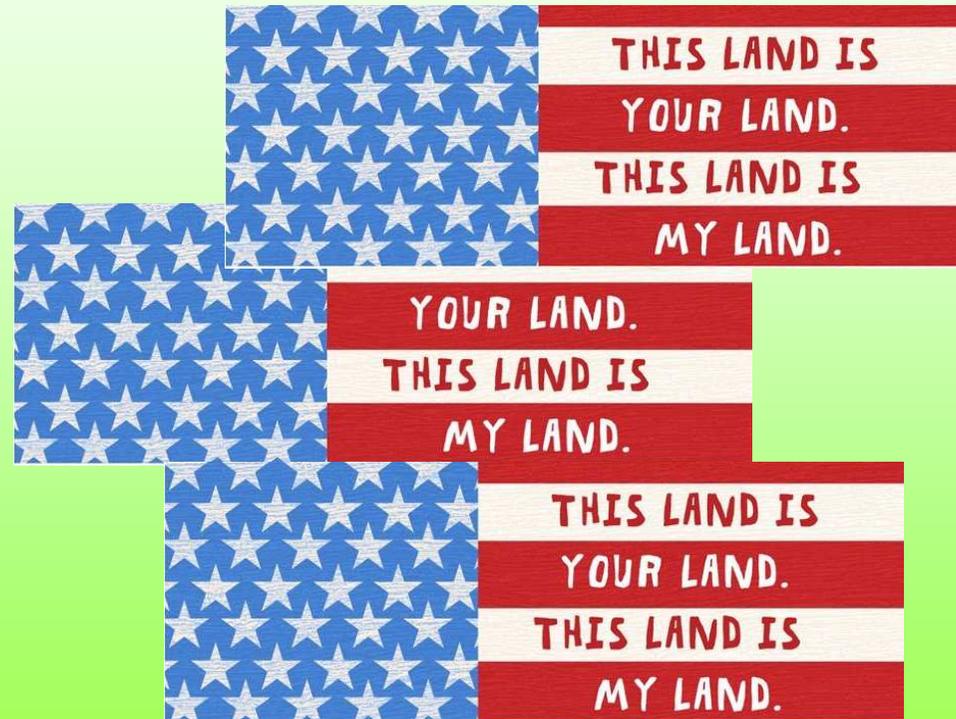
This Land is your land

Teacher and children sing the song together. They also invite their Music teacher to rehearse

This Land is your land
this land is my land
from California
to the New York Island
from the redwood forest
to the gulf stream water
this land was made for you and me

As I went walking
that ribbon of highway
I saw above me that endless skyway
I saw below me that golden valley
This land is made for you and me

I roamed and rambled
and followed my footsteps
O'er the sparkling sands of her diamond deserts
While all around me a voice was sounding, saying
This land was made for you and me



From listening to production

Listening to a personal experience

The teacher tells children about her experience.

She went to a Thanksgiving dinner with her friends and tells children about the food she had.

She shows children photos about the dinner and [a typical menu on the net](#)



Group work

In small groups, children search pictures of food in magazines and cut them out **to create a visual menu for their Thanksgiving day dinner**

They will paste the pictures on a card provided by the teacher

Cooking

Teacher and [children cook a simple pumpkin cake](#)



Drawing

Children draw an imaginary meeting between the Pilgrims and the Indians.

Children draw the Thanksgiving dinner party of their imagination

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