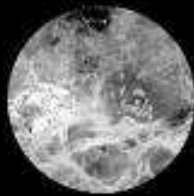


EXPLORING 2D SHAPES



LOURDES FONT

CEIP MARIA OSSÓ
CLIL PROJECT
YEAR 5

INDEX

A. Maria Ossó school

1. Catchment area
2. Specific Issues
3. Status of Clil (Past, Present and Future Development)

B. The Module: Shape and Space

1. Overview: (mindmap and lesson plan)
2. Types of activities : The 4 C's
3. Types of scaffolding

C. Conclusions

MARIA OSSÓ SCHOOL

A. MARIA OSSO SCHOOL

1. THE CATCHMENT AREA

- Located in Sitges, in the Garraf coast
- Medium-high socio-economic level of families
- Rich and varied linguistic diversity in the school.



2. SPECIFIC ISSUES

**ENGLISH IS
SEEN AS A
PRIORITY**

English lessons
from P3

Inter-level
workshops in
English

Comenius
Project (2002-
2005)

Erasmus
trainee teacher
from U.K.

3. HOW DID CLIL START?

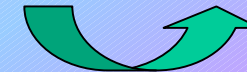
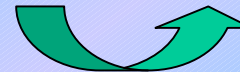


Parents and school initiative

Teachers started piloting Science and Maths in English (2004)

The school was qualified to have the grant. (2005)

•Resources
•Teacher training
•Department d'Ed. support



MAIN STRENGTHS

- ✚ Having 2 teachers in class (linguistic model)
- ✚ Pupils starting English at P3
- ✚ Some English native speakers in class
- ✚ Parents support

4. THE STATUS OF CLIL

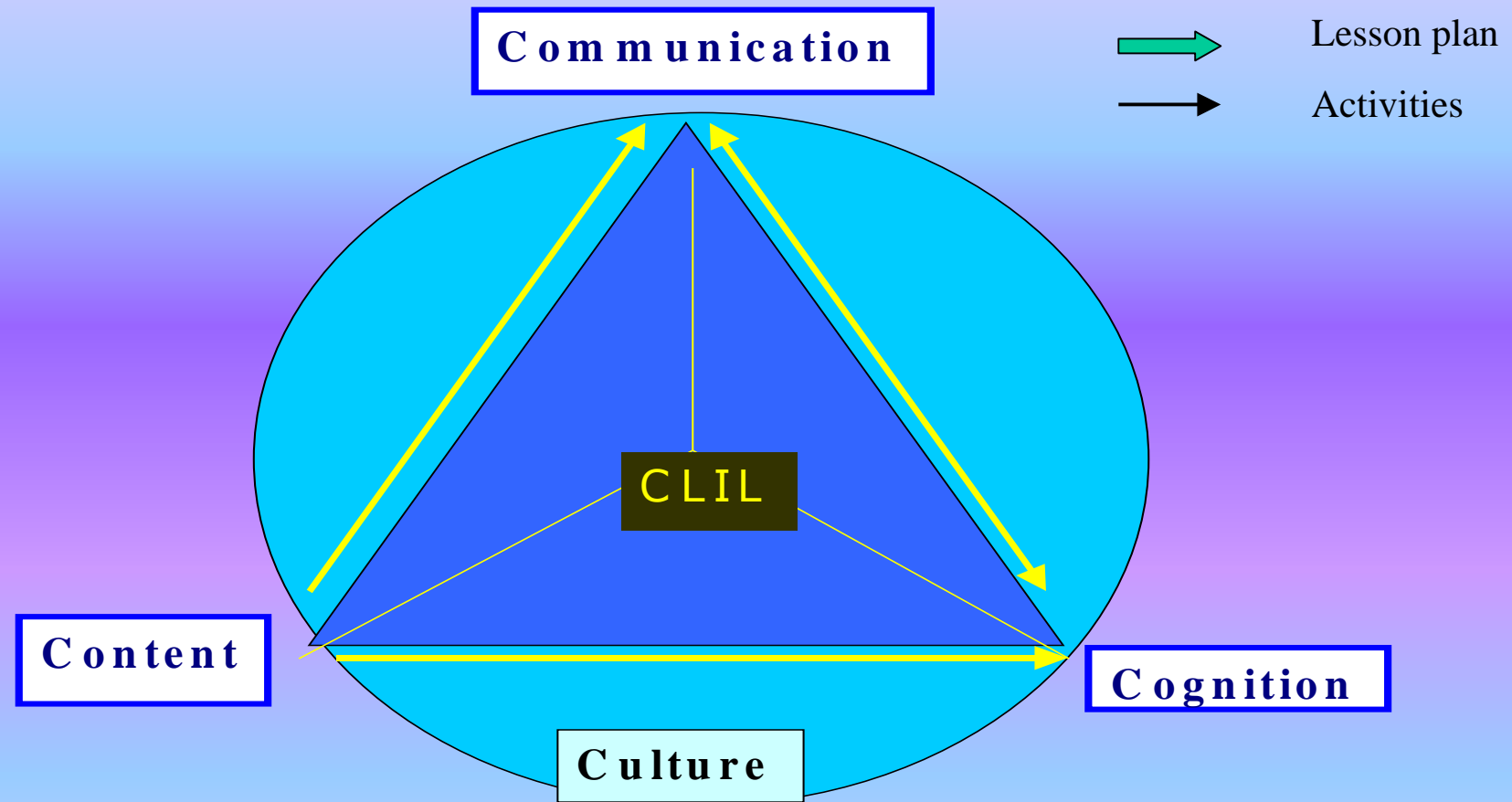


- ✚ **SUBJECTS:** Maths and Science →
- ✚ **HOURS:** 1 hour a week per subject
- ✚ **LEVELS:** from year 1 to year 5

THE MODULE

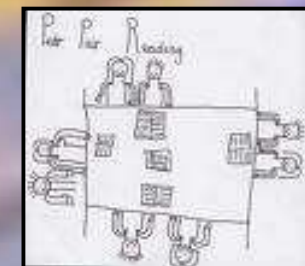
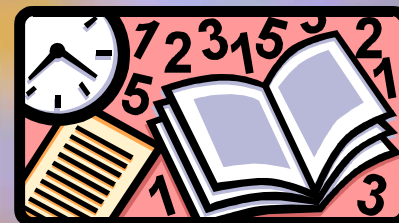
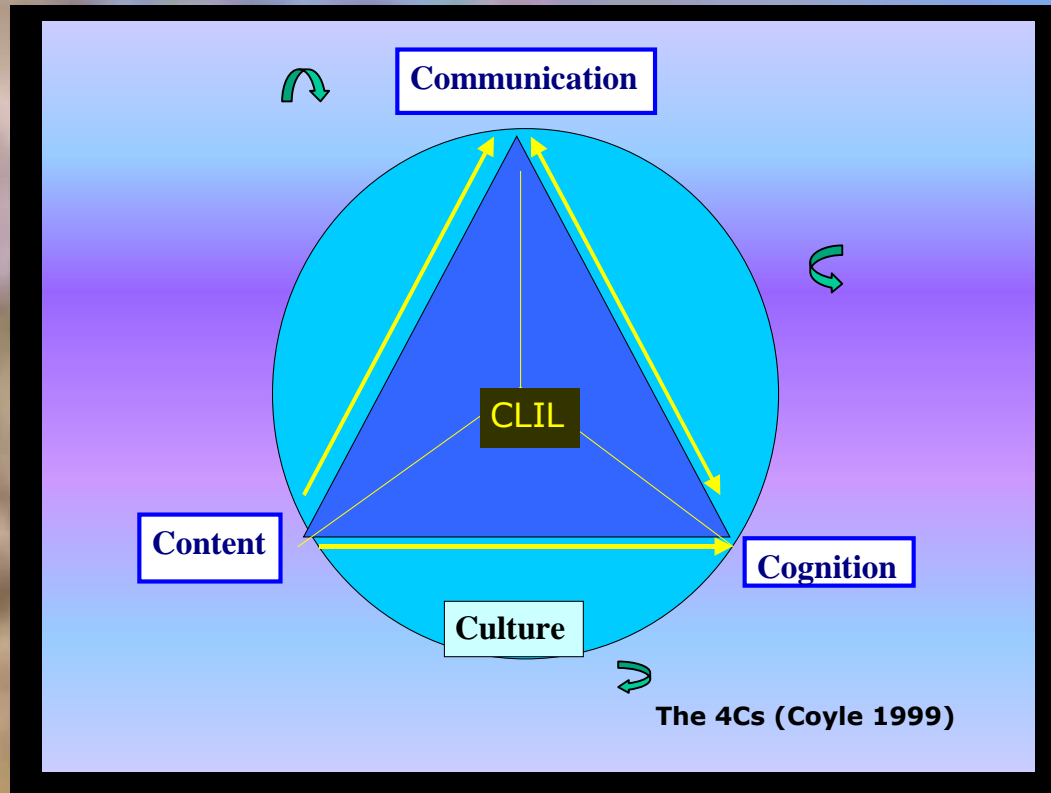
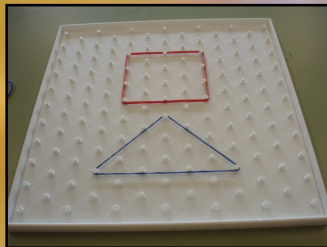
B. THE MODULE

1. OVERVIEW OF THE MODULE



The 4Cs (Coyle 1999)

2. EXAMPLES OF DIFFERENT ACTIVITIES

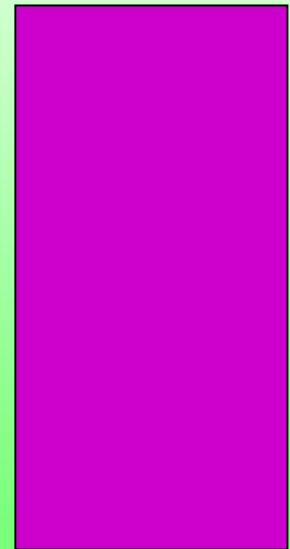
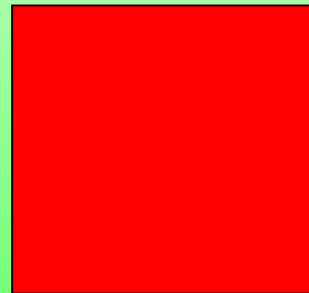
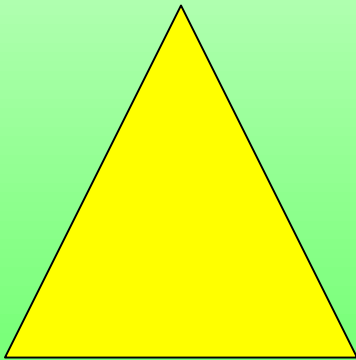


INTRODUCING CONTENT

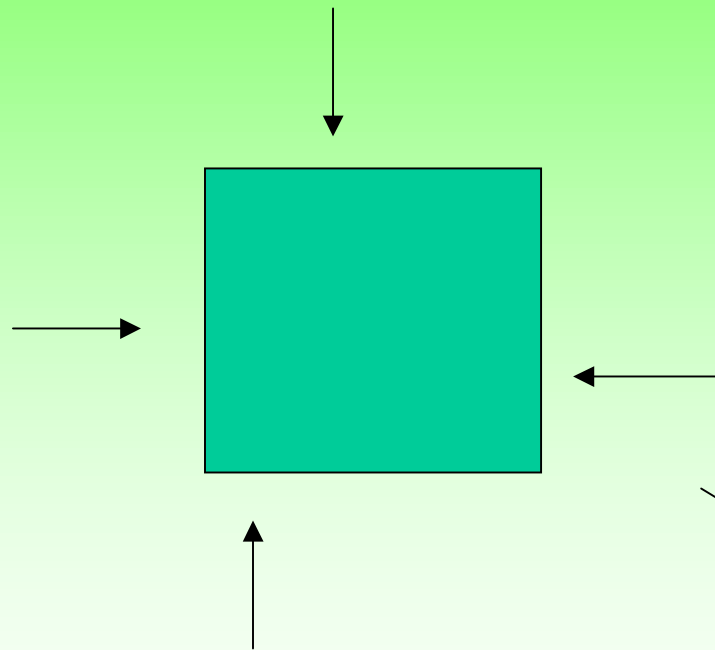


WHAT IS A POLYGON?

- A 2-D shape made of straight lines
- A close shape

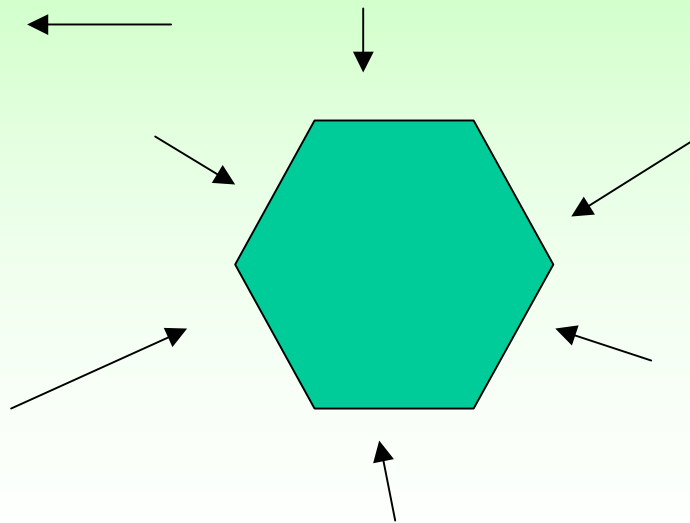


There are different types of polygons...



REGULAR POLYGONS:

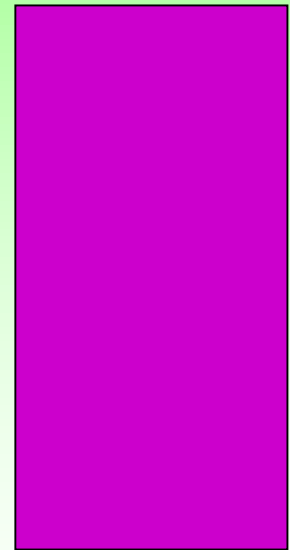
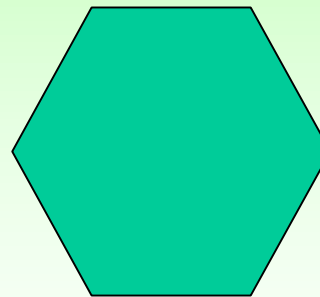
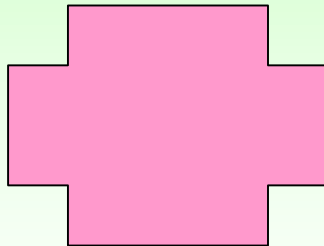
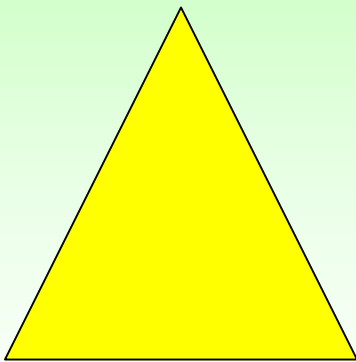
All the sides are equal



Are these shapes polygons?

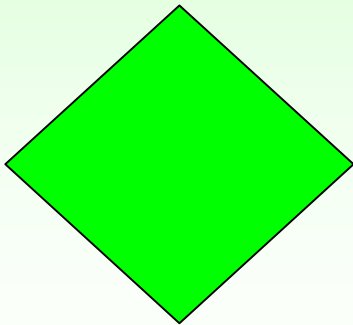
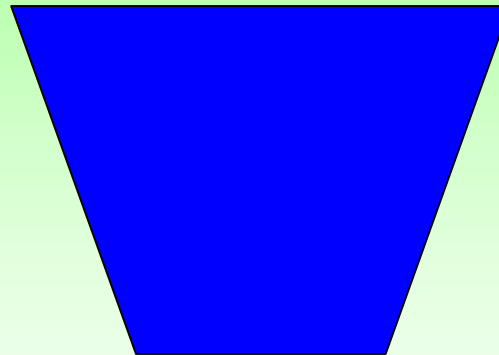
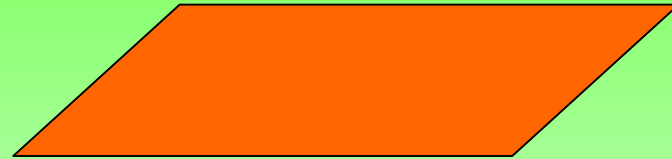
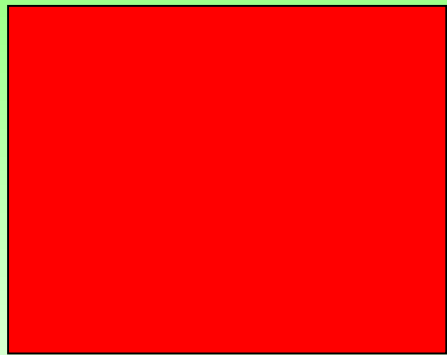
Yes they are!

- The sides are straight
- The shapes are closed and flat

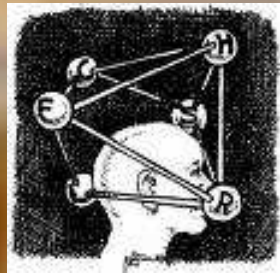


We are all **quadrilaterals**.

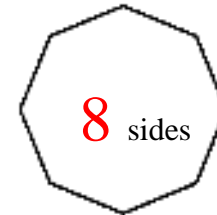
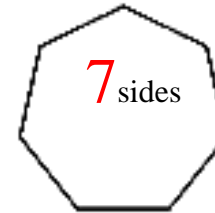
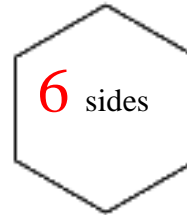
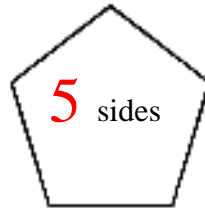
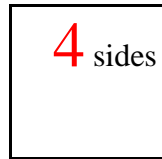
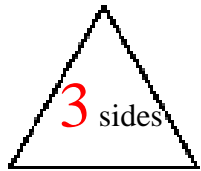
We all have 4 sides and 4 corners.



REVISING: CONTENT AND COGNITION



REMEMBER....



TRIANGLE

QUADRILATERAL

PENTAGON

HEXAGON

HEPTAGON

OCTAGON

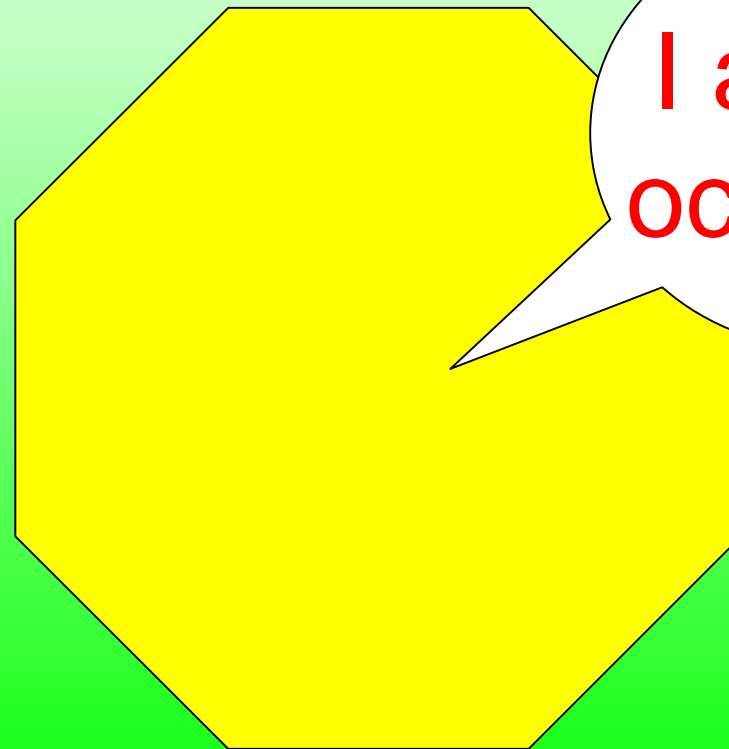
It's your turn now...

I am a flat shape.

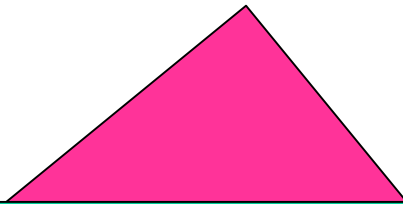
I have 8 straight sides.

I have 8 corners.

What shape am I?

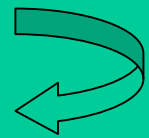


I am an
octagon!



What shape is this?

What else could it be?

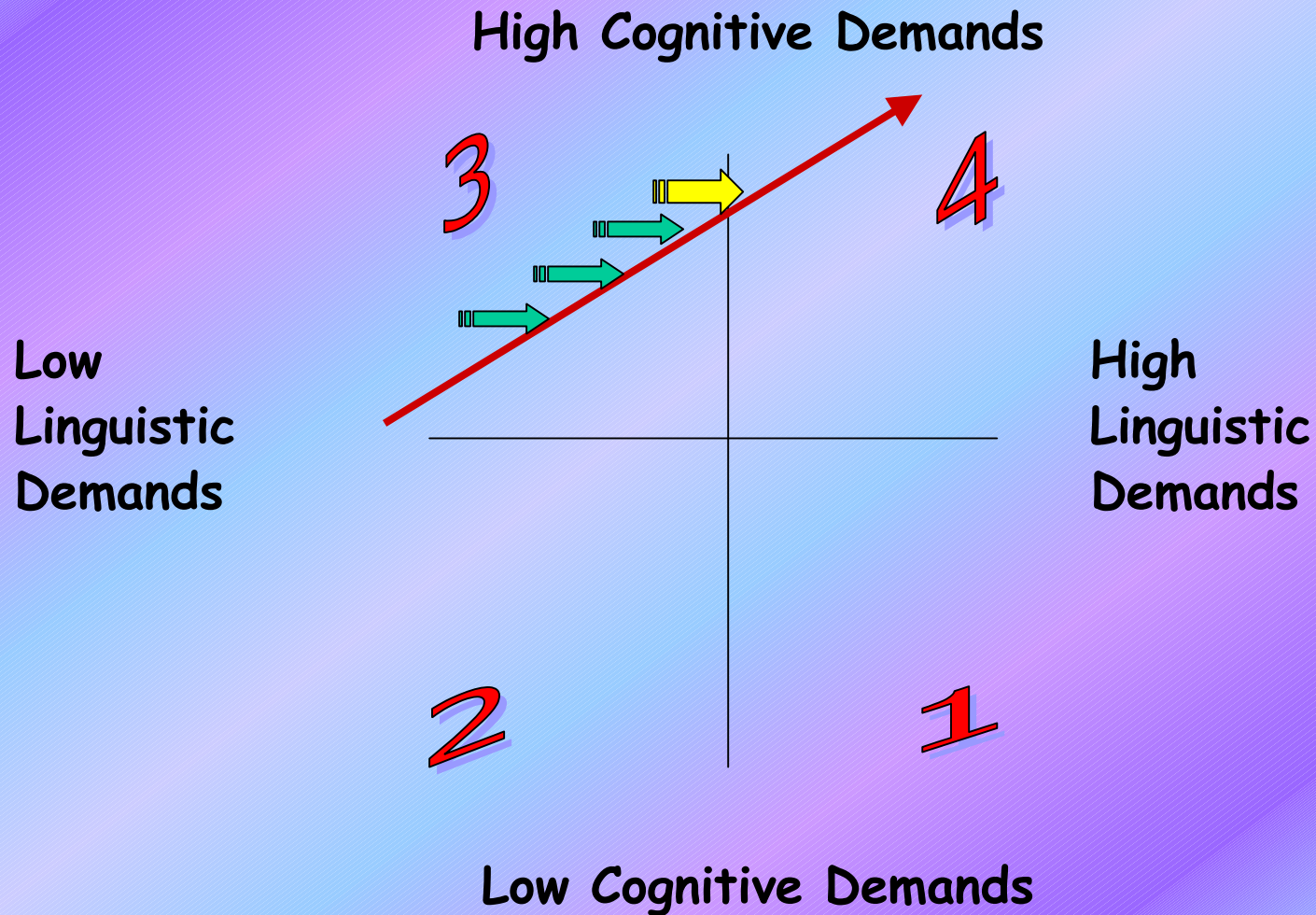


LANGUAGE AND COGNITION: SHOWING PROGRESS





Linking Language & Cognition



This Matrix is a tool to audit teaching materials

DIFFERENT SCAFFOLDING

- Language frames
- Visual support
- Scaffolded activities
- Group work
 - Pair work, peer tutoring
 - Jigsaw methodology
 - Collaborative work



CONCLUSIONS

FUTURE DEVELOPMENT OF CLIL

- Creating the programme units and materials for year 6
- Implementing them
- Setting the whole project as a mark of identity of the school



WHY CLIL?

1. Focuses on effective teaching/learning
2. Raises linguistic competence and confidence
3. Challenges all learners-thinking skills
4. Citizenship and global issues
5. Offers infinite ICT opportunities