

MY CLIL
LITTLE
WORLD

Special Preview

OXFORD



Contents



My Little CLIL World methodology	5
My Little CLIL World levels and projects	6
My Little CLIL World project phases	8
Student resources	12
Teacher resources	14
ELT Integration	17
Phase 1	18
Phase 2: experiments	19
Phase 2: crafts	20
Phase 2: documentaries	21
Phase 2: animated songs	22
Phase 3	23
Level A: Art and colour project walk-through	25

My Little CLIL World methodology

My Little CLIL World is an original project designed specifically for the bilingual Pre-Primary class. It has been piloted and adapted to meet the needs of very young learners and their teachers, with the clear objective of preparing them for bilingual programmes in Primary. As more and more centres implement bilingual or plurilingual programmes in Primary, a clear need for children to be better prepared for this reality in Pre-Primary has emerged. It seems apparent that merely extending contact with general English is **not enough** to prepare children for the kind of tasks and critical thinking required in Primary bilingual programmes.

My Little CLIL World is project driven, so a key feature is the flexibility that we offer teachers in terms of adapting the project to meet their real needs, as opposed to having to adapt their planning to a rigid structure. This project has been inspired by years of contact and interviews with teachers. It has been created by a team of Pre-Primary teachers who have tested out the activities in their own classrooms.

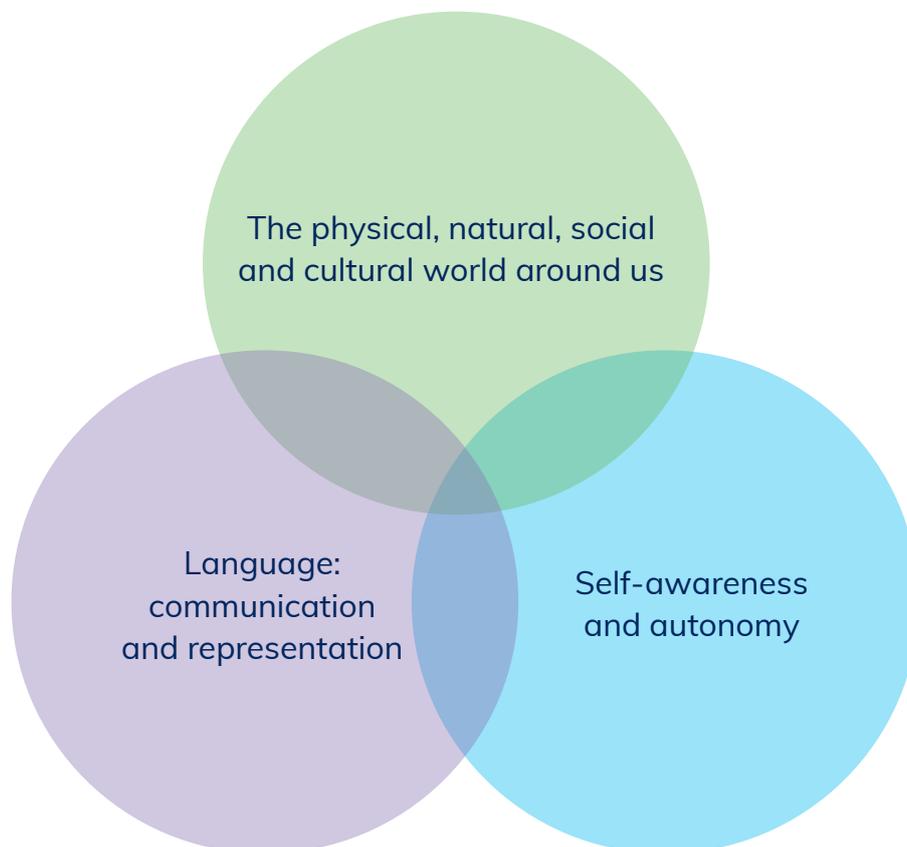
My Little CLIL World offers quality audio-visual support for the teacher, another key need in the CLIL classroom. Every discovery path contains video support to help children learn about the world around them, expose them to more spoken English, and expand their creative horizons.

Want to learn more about this innovative new approach? Keep reading...

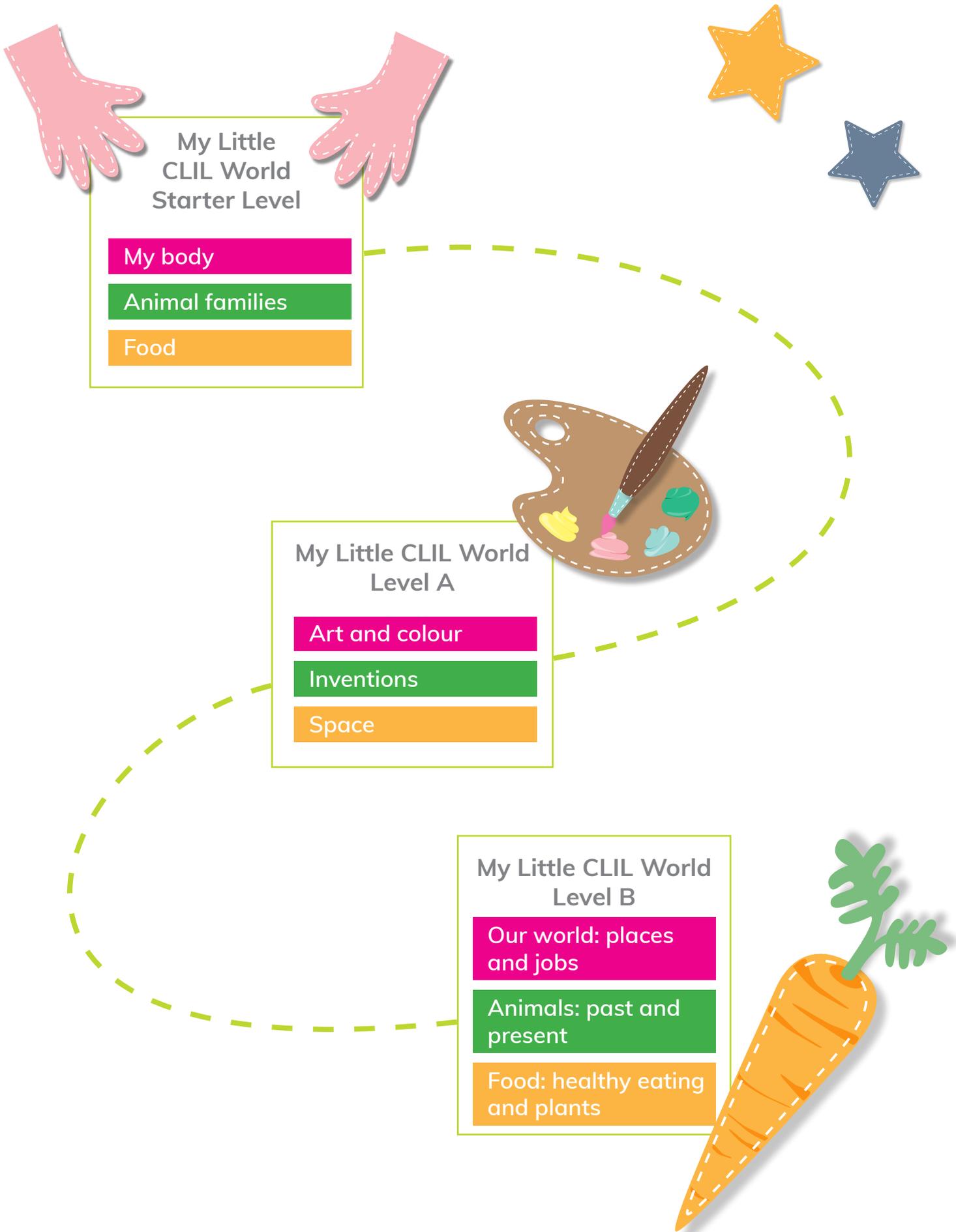


My Little CLIL World levels and projects

Every level of My Little CLIL World includes captivating projects. These projects can be done in the suggested order or whenever the teacher feels is appropriate. Each project contains content from the different areas of the Pre-Primary curriculum.



Each level is designed to cover different amounts of contact hours, so the material for three year olds provides resources for one session per week, the material for four year olds provides material for two sessions per week, and the material for five year olds has material for three sessions per week. Teachers are also given a range of ideas and materials for extending sessions.



My little CLIL World project phases

Each project is organized into three distinct phases.

Phase 1. The challenge begins

We begin this phase with the presentation of the project through an **Amaze me! activity**. This is an exciting activity that will trigger children's curiosity about the topic.

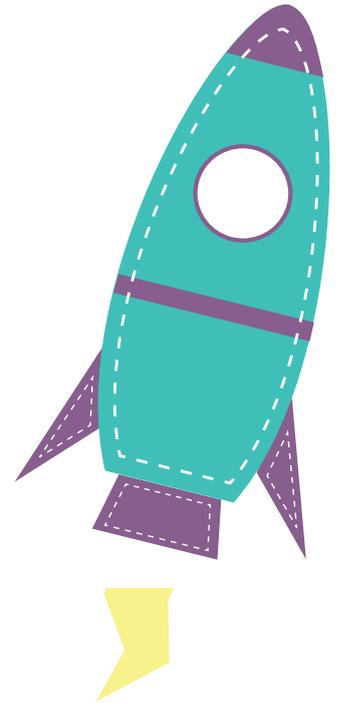
After this activity, we begin planning the work that will be developed during the project. Through dialogue with the children (what they know about the subject, what they want to investigate, how will they do it and how will they organize themselves), we discover their real knowledge (correct or not) about the subject, their interests and doubts.

Amaze me! activity

This activity aims at awakening children's interest in the project.

You need to have everything ready for the day you choose to start the project, either following our suggestions or adapting them as you see fit.

1. Choose a day for the Amaze me! activity. Mark it on the calendar, to begin to stimulate children's interest.
2. Prepare for the activity by decorating the classroom.
3. Use the decoration to create an atmosphere of curiosity and anticipation. Let the children speculate and make their own assumptions before bringing the material that you prepared beforehand.



4. Ask for the help of a colleague (for example, another teacher) to keep the material until the day of the Amaze me! activity and organize a fictitious situation: for example, a messenger has delivered some colourful boxes by mistake.
5. Once this activity is finished, guide the questions, comments and conclusions of the children towards the next moment of this phase: what we want to know and what we are going to do.

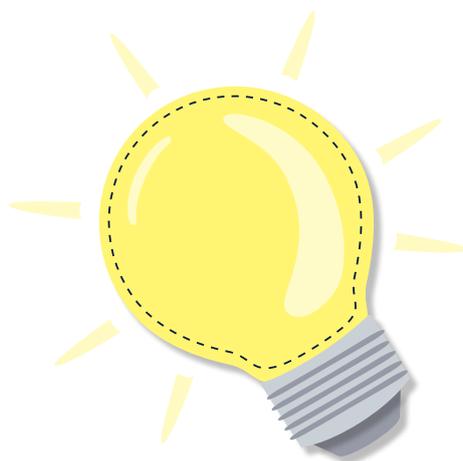
What we want to know

After the Amaze me! activity, the moment has arrived for organizing the knowledge and the previous experiences that the children have about the topic, as well as the questions they might have about it. This is the pivotal moment for defining the possible directions that the project might take.

This process will also help you to have an idea about what your students can do.

Outline of previous ideas, questions and assumptions

In order to organize this information, you need to create an outline with the students' previous ideas, their questions and assumptions about the topic. The class project poster is the perfect visual support for this activity.



Phase 2. The discovery paths

This crucial phase can be programmed in three ways.

- ★ The class decides together which discovery path they want to follow first, depending on what questions that they want to answer.
- ★ The teacher can guide the children to the order of discovery paths that they prefer.
- ★ The class follows the order suggested in the Teacher's Book.

Research

The activities and experiences that we propose in the discovery paths are all designed to stimulate children's natural curiosity.

Each discovery path includes an authentic audio-visual support, either an animated song, a documentary, a craft video or an experiment video. The amount of lessons are clearly related to the age of the children and their contact hours, and to ensure maximum stimulation and creativity, not all lessons include worksheets. Many result in class projects such as murals, posters and presentations.

How we organize ourselves

Before initiating the second phase of the project and having the final challenge defined, it is a good idea to distribute the children in work groups to gather objects and information about some aspects of the project. The fact that the children know what the final task of the project is gives meaning to their own learning process, since they know the purpose of their work. Moreover, this will keep their curiosity alive, feed their interest and encourage active participation during the whole process.



Information for families

The collaboration and participation of families is fundamental during the project. Once the work groups have been decided, we recommend sending a letter (a template is provided) to families informing them about the project and that their cooperation is needed in order to carry out the final challenge.

Phase 3. The final challenge

The final phase of the project has two main objectives.

- ★ analysis and reflection about everything the children have experienced in the different discovery paths
- ★ sharing experiences and learning with families

After having analyzed children's ideas and interest, setting a challenge that will surprise and thrill them will also be useful as a culminating point of the project.

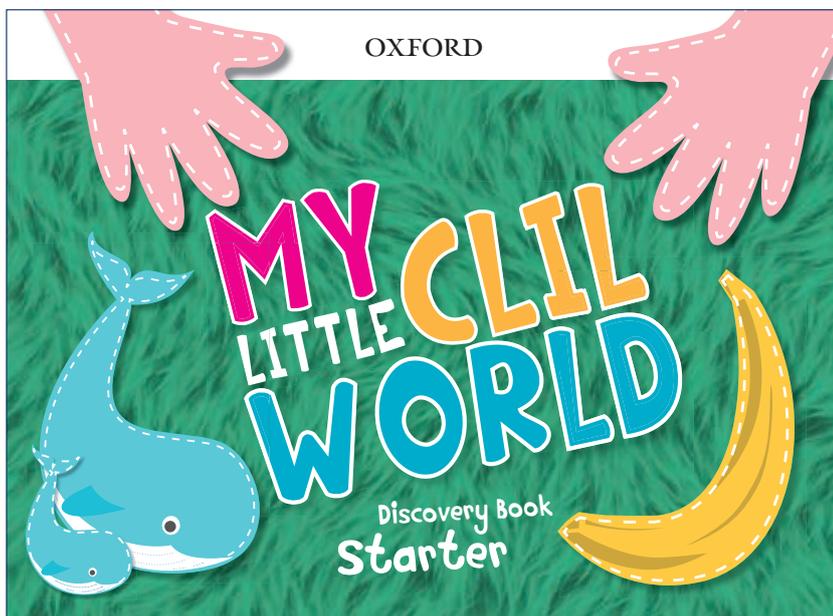
The moment in which the whole project is summarized helps children to develop their capacity to learn how to learn, which will allow them to build new knowledge in the future.

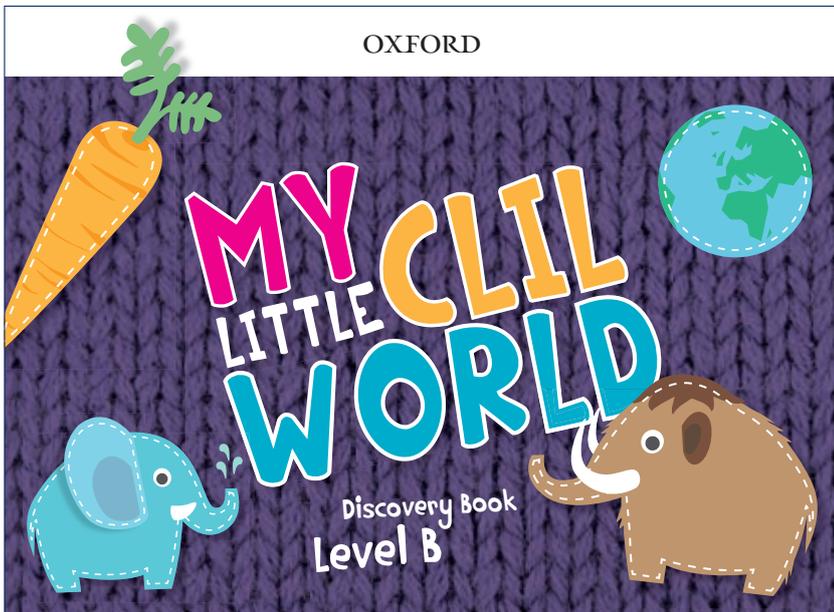
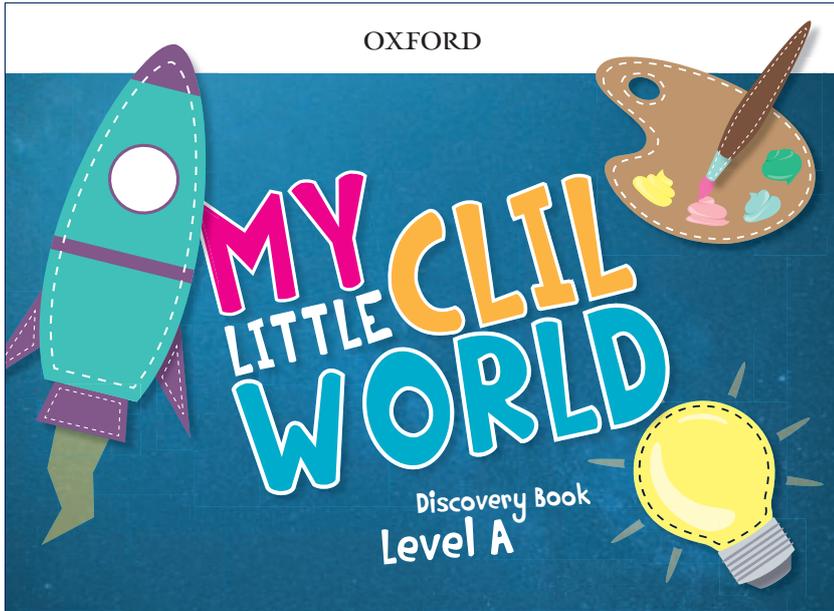


Student resources

Three levels: one Discovery Book for each age!

Each Discovery Book includes pop-outs and stickers, as well as a link to downloadable audios.





FIREFIGHTER

Why do people have jobs?

Teacher resources

Teacher's Book

Complete lesson plans with guidance and suggestions to make the most of each class!



Each lesson plan includes:

- ★ a reproduction of the corresponding Discovery Book page.
- ★ learning objectives, key vocabulary, structures, resources and materials required for each lesson.
- ★ a step-by-step guide to all activities and extra ideas to reinforce and extend learning.

Lesson 3
WHERE DO WE SEE COLOURS?

Objective
Experiment with colours and shapes to produce a collage in the style of Mondrian.

Key Vocabulary
circle, rectangle, square, triangle

Structures
Is *monkey* a colour? No! A *monkey* is an animal.
Can you see a *circle*?

Resources

- Mini documentary: *Colours in art*
- (Joan Miró and Piet Mondrian section)
- Flashcards (circle, rectangle, square, triangle)
- Discovery Book worksheet 5

Materials

- Black card cut into strips
- Coloured card cut into squares and rectangles (blue, red and yellow)
- Glue
- Scissors (optional)

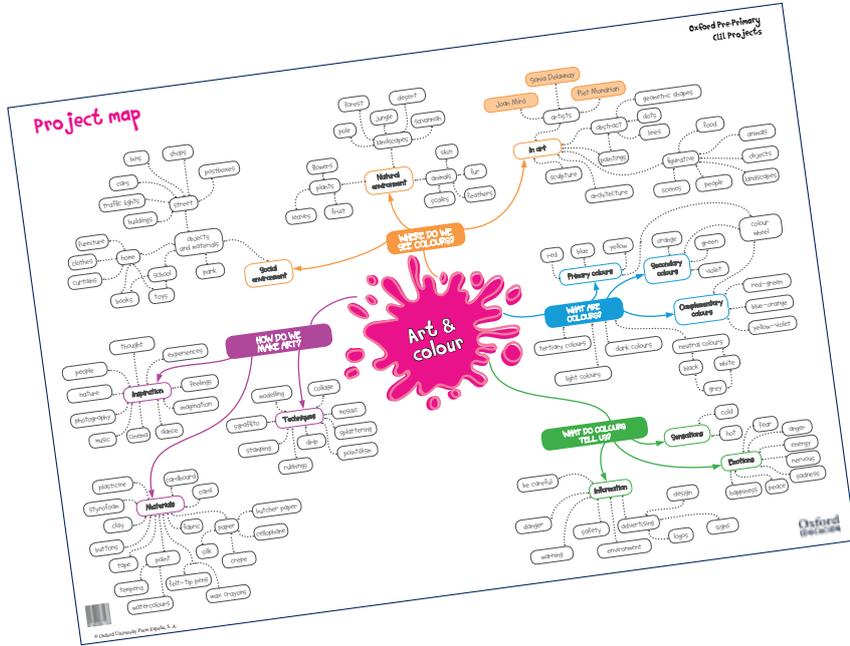
Getting started
Say: Let's play a game. Clap your hands when you hear a colour.
List words that the children are familiar with. For example: cat, monkey, dog, blue, cow, yellow, red.
Clap only when colours are said.
If the children make a mistake give clues such as Clap your hands when you hear a colour. Is *monkey* a colour? No! A *monkey* is an animal.
Say: Let's watch the colours in art video again. Clap your hands when you hear a colour.
Watch the Joan Miró section of the video and encourage the children to clap every time they hear a colour.

Activities
Tell the children that they are going to learn about another famous artist.
Show the Piet Mondrian section of the colours in art video to the children.

Art and colour

Teacher's project map

Extensive ideas for using the Discovery paths to go well beyond the Discovery Book



Class project poster

A child-friendly visual aid to help encourage children to choose the discovery path and stimulate their natural curiosity



Teacher's iPack

A full assortment of digital resources to be used in class, not only resources directly linked to each project, but also extra resources, all for use on the IWB



All the videos have been created in the format of a children's television show, with a brief introduction by the teacher, Megan, and her robot dog, Techno.

A fully integrated course

My Little CLIL World has been designed to go hand in hand with Archie's World. The contents covered in every level and project are directly linked, making it easy for teachers to work together.

MY LITTLE CLIL WORLD

Project 1 Art and colour	Project 2 Inventions	Project 3 Space
What are colours?	What inventions are in our home?	What is in our universe?
Where do we see colours?	How can we help at home?	What can we find on planets?
What do colours tell us?	How have homes changed?	How can we travel into space?
What is art?	How can we use inventions to communicate?	What can we do in space?

The My Little CLIL World Art and Colour project extends the topic of colours and shapes, including science experiments, art projects, animated songs and a documentary about famous artists.

Archie's World
Class Book A
Jen Dobson

Project 1 All about me	Project 2 Where we live	Project 3 Far and away
Parts of the body 1	Family 12	Transport 27
Clothes 6	Exotic animals 18	Space 30
Review project 1 11	Review project 2 23	Review project 3 35
Seasons and festivals 37	Literacy 45	

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What are colours?

3

Three rows of colour mixing activities. Each row shows two colored circles (one with a splatter) followed by a plus sign, another colored circle, an equals sign, and an empty circle for the result.

- Row 1: Yellow splatter + Blue splatter =
- Row 2: Red splatter + Yellow splatter =
- Row 3: Blue splatter + Red splatter =

Clothes Culture song

1
2
3
4
5
6
7

8

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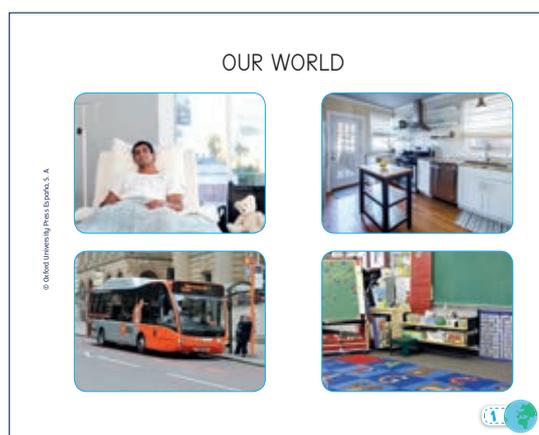
A colorful illustration of a rainbow with numbers 1 through 7 written vertically across its bands. Two children are looking at the rainbow. A sun and a cloud with rain are also visible. A vertical list of colored stars is on the right, numbered 1 to 7, with an 8th star at the bottom.

Phase 1

This first phase is key to engaging the children in the project. In this phase the teacher introduces the children to the project with an Amaze me! activity and then they use the visual support of the class poster to decide which discovery path they would like to explore first.



In level B this phase also has a worksheet in the Discovery Book to help the children process the discovery path options. In the Starter Level and Level A this is a photocopiable template in the Teacher's resources as an option only.

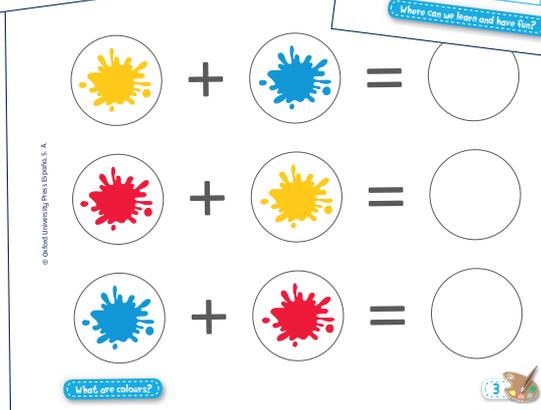
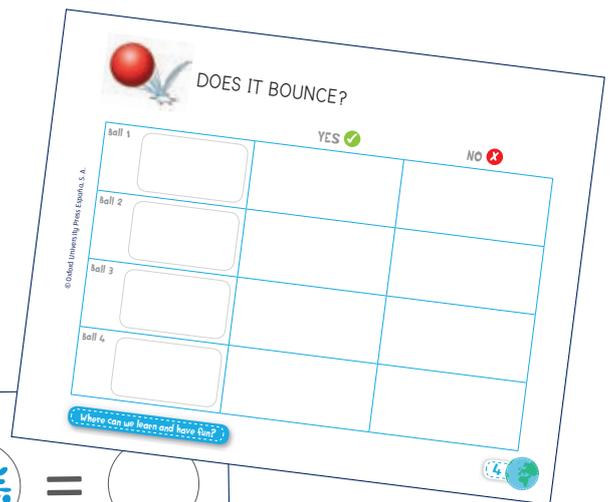
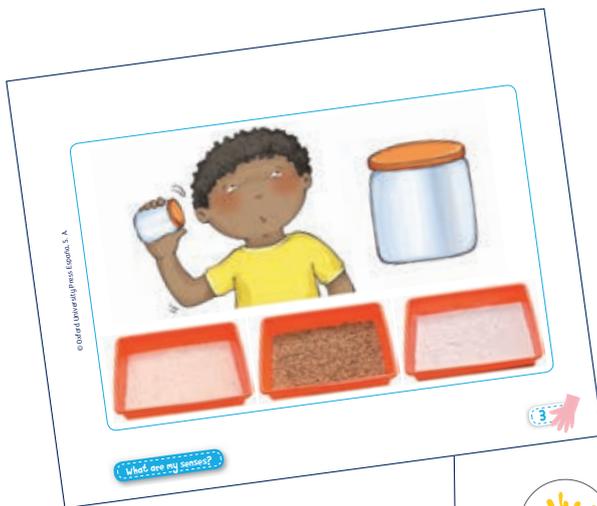
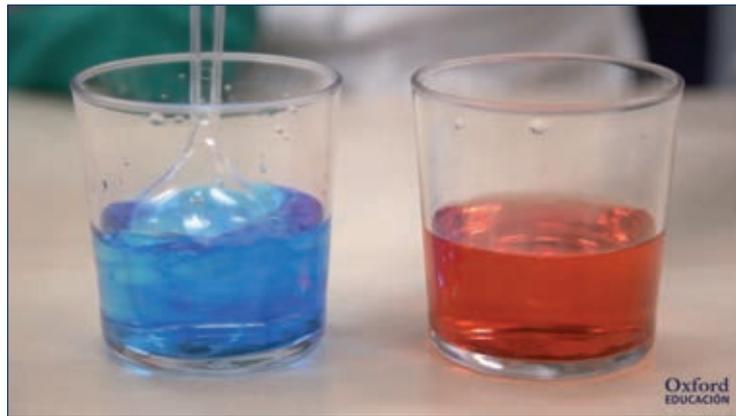


Phase 2

This is the most important phase, where the children explore four different discovery paths related to the project topic. Each discovery path has audio-visual support.

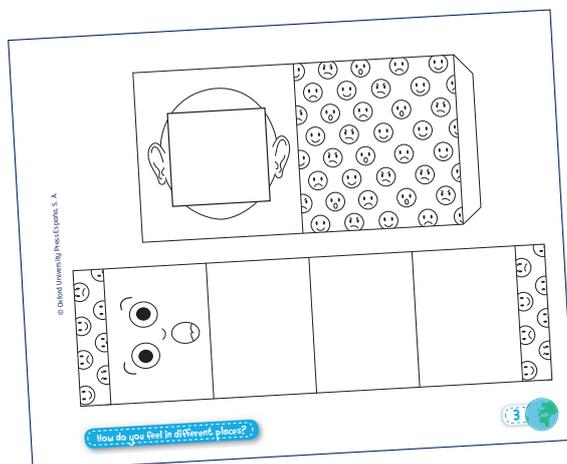
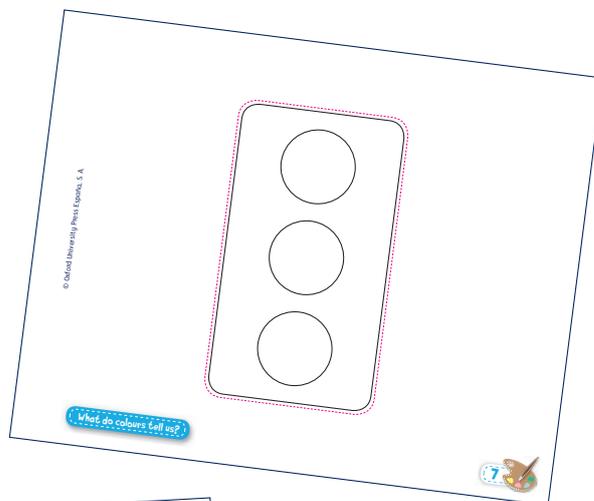
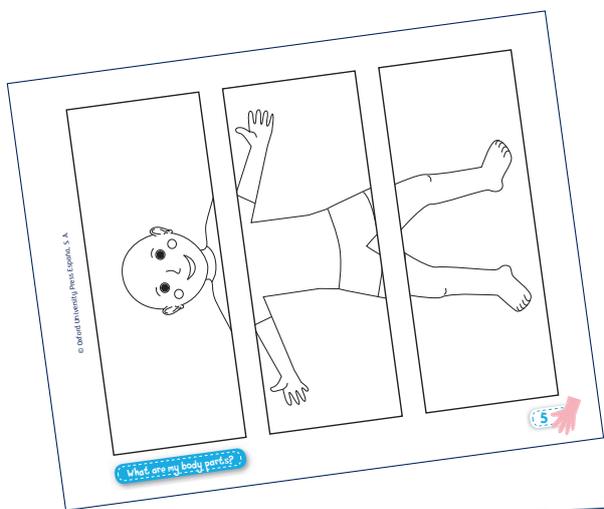
Experiments

Each project includes one experiment (two in Level B). These experiments are described in the Teacher's Book, but they are also available in video format. The children then use a worksheet to report their findings in the Discovery Book.



Crafts

Each project includes one craft (two in Level B). These experiments are described in the Teacher's Book, but they are also available in video format. These crafts sometimes have a pop-out to support them or a follow-up worksheet in the Discovery Book.



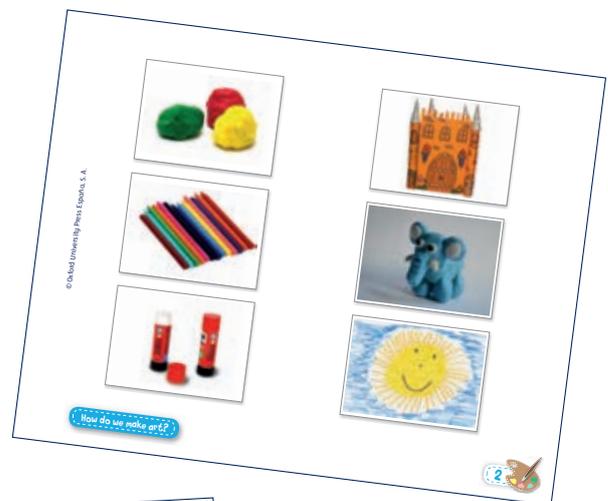
Documentary

Each project includes one documentary video (two in Level B). These have a follow-up worksheet in the Discovery Book.



Animated song

Each project includes one animated song video (two in Level B). These songs can be used in variety of ways in class and are sometimes linked to a worksheet in the Discovery Book.



Phase 3

Final challenge

At the end of every project, there are suggestions for a memorable final activity. Parents are also invited to participate in this phase. Children then receive a diploma in recognition of their hard work.



Queridas familias:

Queremos preparar el taller GymkanArte, una aventura creativa para artistas intrépidos, y necesitamos aprender muchas cosas sobre el Art & Colour. Por eso es importante que nos ayudéis a recopilar información, objetos, imágenes, libros o cualquier otra cosa que pueda resultar útil para nuestra investigación.

Yo estoy en el equipo.....

y queremos investigar sobre.....

así que necesito vuestra ayuda.

También estaremos encantados de recibirlos en nuestra clase para hacer talleres con nosotros, escuchar una historia sobre el arte y el color, sobre los artistas o cualquier otra actividad que creáis que pueda ayudarnos a aprender.

Muchas gracias por vuestra colaboración.

Firmado,



Level A

Art and colour

Project walk-through



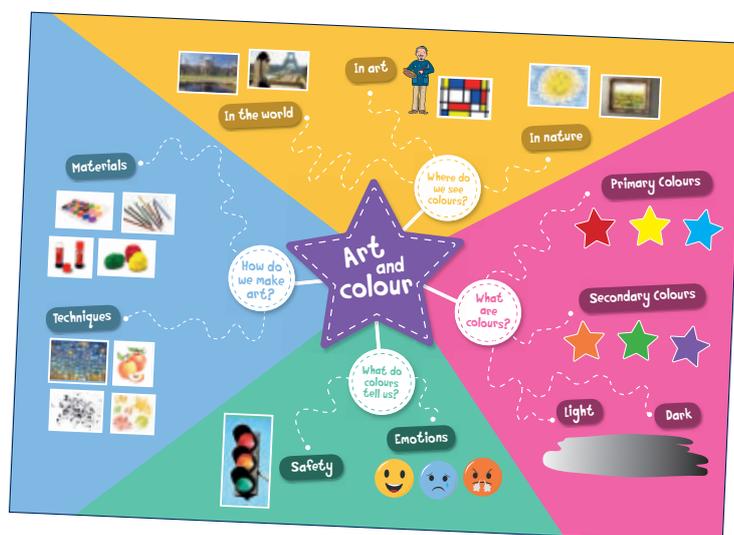
Art and colour

Phase 1

Amaze me!

Decorate the class door with pictures of art, colourful objects, ribbons, and prepare a box filled with similar pictures, or simply wrap the Class poster up in brown paper. Ask a colleague (for example, another teacher) to help you by delivering the box (or the poster) to your classroom at an appointed time. Take advantage of the surprise that the decoration of the door and the box creates by asking the children what they think all of this is about, and ask them whether they would like to learn more about Art and colour. Open the poster up, or display it on the IWB using the iPack, and point to all the different images.

Look at the four discovery paths and ask the questions out loud. Talk to them about what they know and what they want to know. Allow them to express themselves in their L1, as the purpose here is to fill them with anticipation and get them excited about the project itself. Depending on your plan, either ask the children what they would like to investigate first or simply tell them what they are going to do.



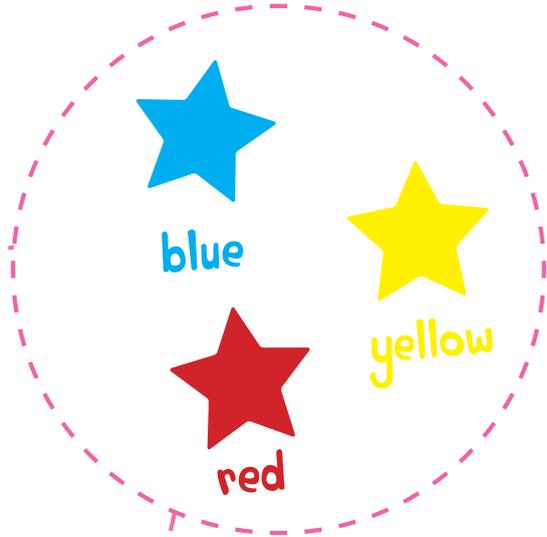
If you have time, ask them to do a drawing showing what they feel about art and colour. Display their artwork and talk about it, giving lots of praise.

Phase 2

The next four pages will show you the suggested order for this project, with some samples of what the children will do.

What are colours?

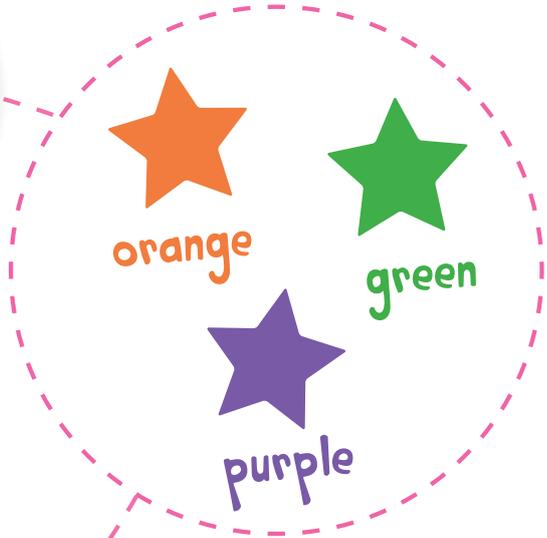
Primary Colours



Making new Colours



Secondary Colours



A rectangular box with a dashed border containing three rows of colour mixing exercises. Each row shows two small circles with a star inside, followed by a plus sign, an equals sign, and an empty circle. The first row has a yellow star and a blue star. The second row has a red star and a yellow star. The third row has a blue star and a red star. On the left side of the box, there is vertical text: "© Oxford University Press, 2015, S.A." and a small logo. At the bottom left, there is a small blue speech bubble with the text "What are colours?". At the bottom right, there is a small circular logo with the number "3" and a cartoon animal.

Light Dark



What
do colours
tell us?

Emotions



Safety



Making a
pedestrian
light

Where do we see colours?

In the world



In nature



Colours in art

I CAN WRITE MY NAME LIKE *Mia*!

© Oxford University Press, 2015

Where do we see colours?

© Oxford University Press, 2015

Where do we see colours?

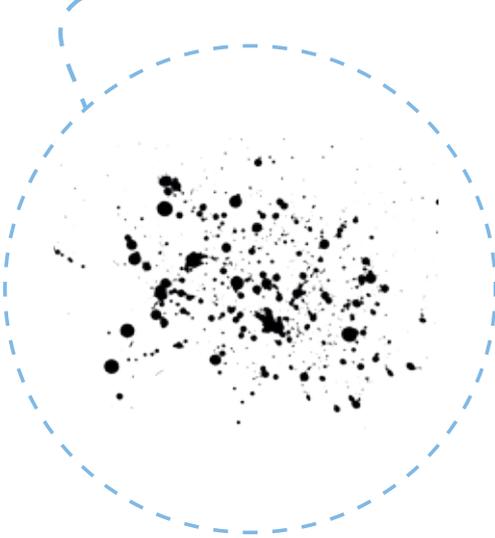
How do we make art?

Colours in my world

Materials



Techniques



Phase 3

Art show

At the end of this project, the children will prepare for an art show that they will show other classes and/or their parents. Parents should be invited ahead of time, using the template given in the Teacher's Resources.

There are two options, depending on the time the teacher wants to dedicate to this phase.

1. Make a poster per child with their name and display at least three pieces of art that they have done on this project. Put the posters on the different tables so people can move around and look at the different art work.
2. Work on a special art project as a group for this, including:
 - ★ decorate T-shirts in the style of Miró
 - ★ make Mondrian bookmarks
 - ★ make Sonia Delaunay-style pendants

These should be displayed in one table per artist, with different children 'hosting' each table.

With either proposal the teacher should include a photo-call, guest book (template included in the Teacher's Resources) and a diploma ceremony (using the certificates in the Discovery Books).

