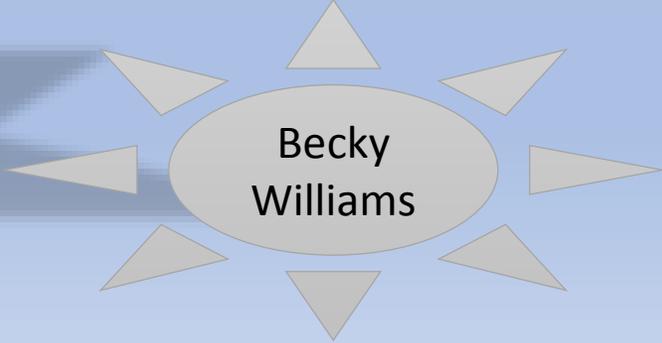
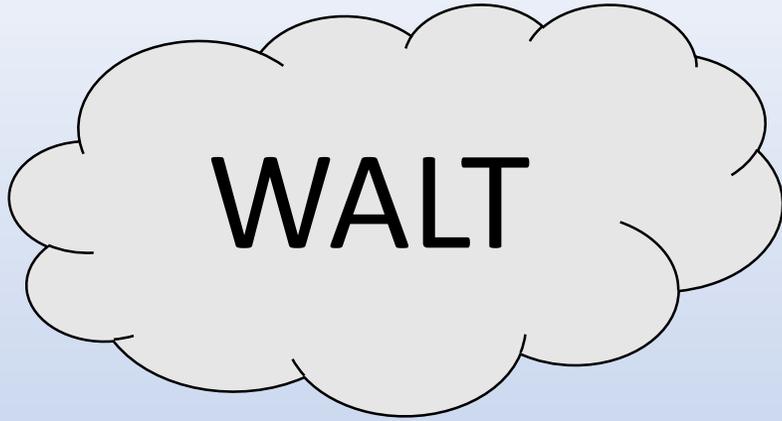


Welcome to my
English Science
workshop.



Becky
Williams



We are learning
today.....

Today's learning intentions are

- To explore CLIL Science ideas
- To share good practice
- To form a support group

Name: _____

Time-Order Words

Time: _____ Author: _____

First _____

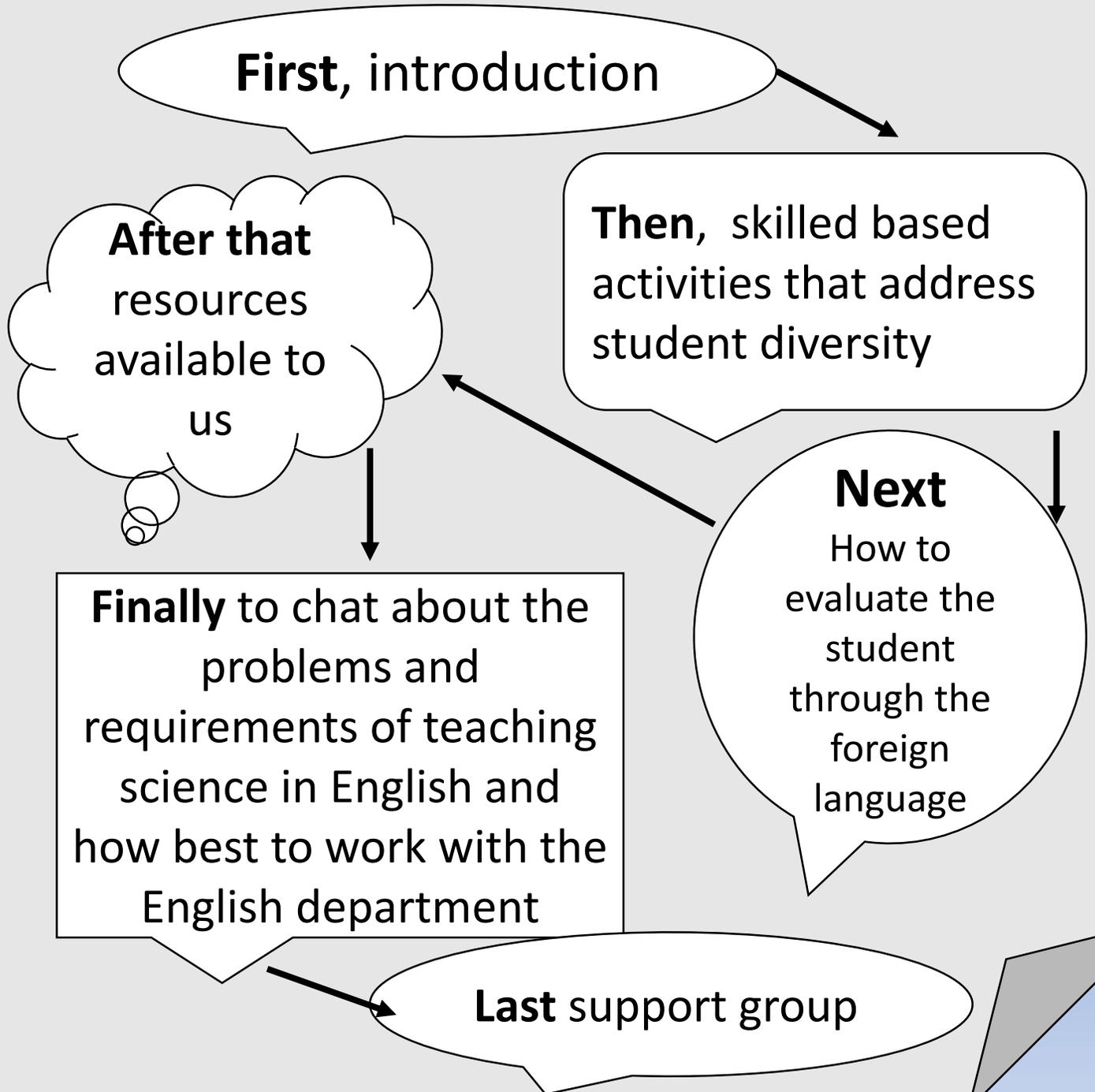
Then _____

Next _____

After that _____

Finally _____

Last _____



About me.....

Where
I'm from

What I do now

My family

My work
experience

My hobbies

Predict from
photos



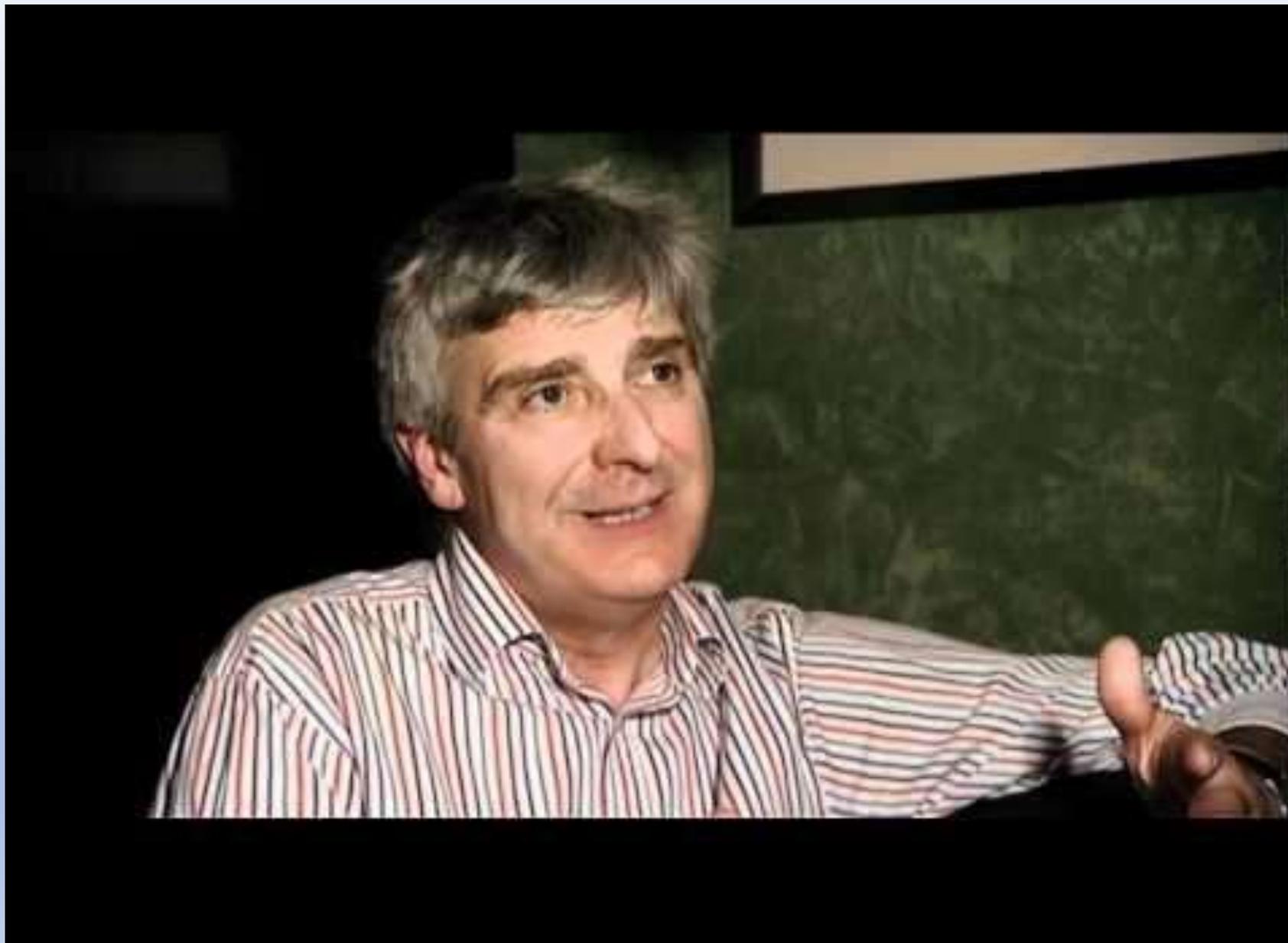
MyMagicFundas

Why bother using CLIL

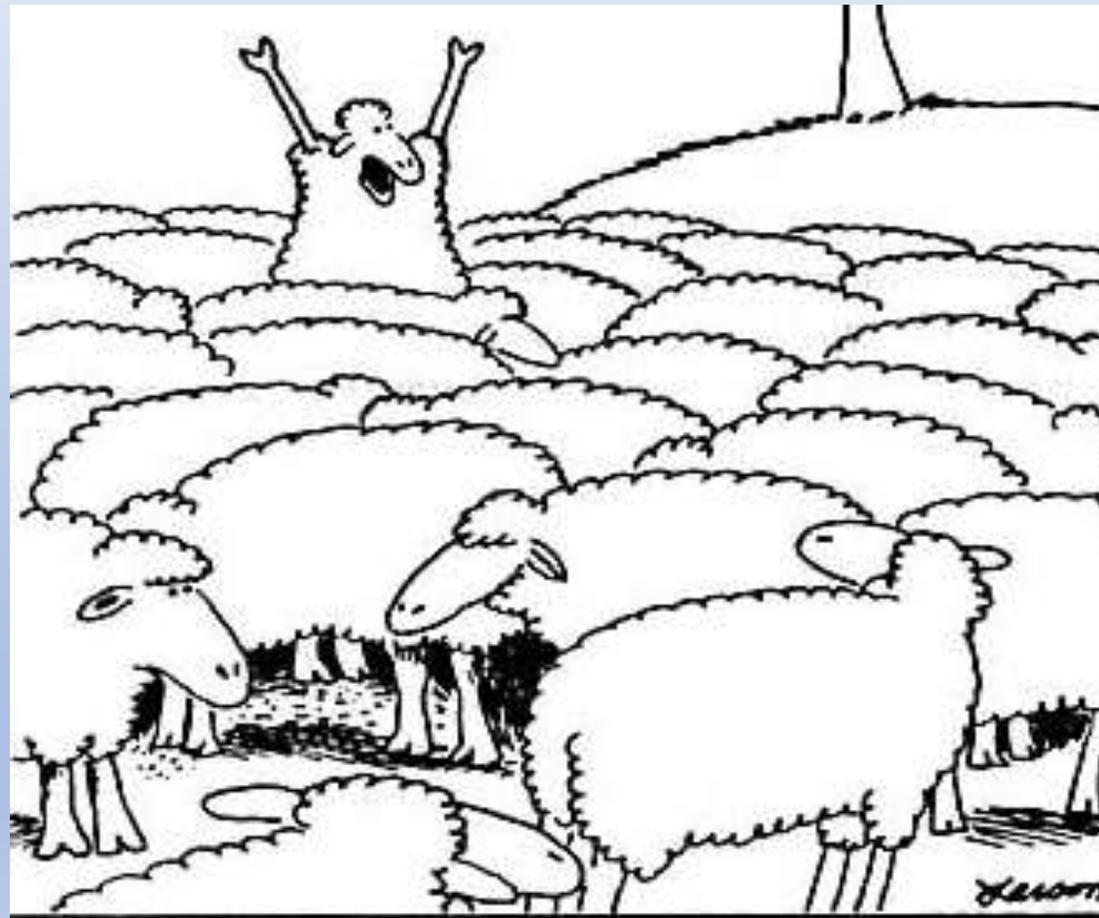
- Traditional language teaching was not getting the success expected.
- Students spent 8 years studying a language and the result was they could not have a chat in that language.
- Today the global world needs people who can communicate.



David Marsh, the godfather of CLIL.....



Skilled based activities that address student diversity.



"Wait! Wait! Listen to me! ... We don't HAVE to be just sheep!"



YOUR NAME _____

HOW DO YOU LIKE TO LEARN???

Check off the things that you like, and then HIGHLIGHT the TWO CATEGORIES you think best describe how you learn (i.e. most checks). Remember to do the other side as well!

(a) Linguistic <ul style="list-style-type: none"><input type="checkbox"/> Essays and writing<input type="checkbox"/> Speeches<input type="checkbox"/> Debates (full group or '4 corners')<input type="checkbox"/> Oral presentations<input type="checkbox"/> You listen well to people talking/lecturing, or to the radio	(b) Interpersonal <ul style="list-style-type: none"><input type="checkbox"/> Group work<input type="checkbox"/> Collaboration- groups or pairs<input type="checkbox"/> Activities with others<input type="checkbox"/> You cooperate well and jump at the chance to work with other people<input type="checkbox"/> Group discussions
(c) Logical/ Mathematical <ul style="list-style-type: none"><input type="checkbox"/> Problem solving<input type="checkbox"/> Puzzles<input type="checkbox"/> Numbers<input type="checkbox"/> Graphs<input type="checkbox"/> Logic questions<input type="checkbox"/> You are drawn to looking at things in a logical, rational way	(d) Spatial/ visual <ul style="list-style-type: none"><input type="checkbox"/> Think in images<input type="checkbox"/> You like photographs, maps, videos, anything you can watch and look at<input type="checkbox"/> If someone is talking, you like having images to go along with it<input type="checkbox"/> You like Powerpoints/ Prezis and they help you remember concepts and examples
(e) Intrapersonal <ul style="list-style-type: none"><input type="checkbox"/> Reflection<input type="checkbox"/> Solo time<input type="checkbox"/> Individual worksheets<input type="checkbox"/> Self-directed learning<input type="checkbox"/> You like being working on your own, being independent and "doing your own thing"	(f) Kinesthetic <ul style="list-style-type: none"><input type="checkbox"/> Active learning<input type="checkbox"/> Experiential activities ('learning by doing')<input type="checkbox"/> Moving around<input type="checkbox"/> Work stations that involve looking at things or working with real objects (globes instead of maps, for example)<input type="checkbox"/> Using your hands
(g) Musical <ul style="list-style-type: none"><input type="checkbox"/> Songs, singing<input type="checkbox"/> You focus better when there is some melody or music in the background<input type="checkbox"/> You love working with an iPod	(h) Naturalist <ul style="list-style-type: none"><input type="checkbox"/> Outdoors, ecology, nature, animals<input type="checkbox"/> You like being outside or learning in a natural environment<input type="checkbox"/> Having animals around calms you down or makes you happy<input type="checkbox"/> Being by a window helps you focus

Please answer the following questions based on this scale: 1= Least, 5= Most

a) How would you rate your level of understanding in the course right now? 1 --- 2--- 3--- 4---5

b) How would you rate your level of interest in Social Studies? 1 --- 2--- 3--- 4---5

TURN OVER!!!

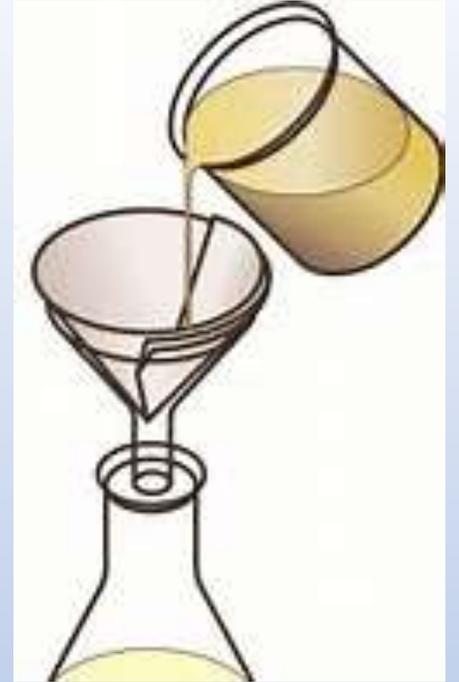




● ●
Crisp packet
activity

Folding filter paper.

- First fold the circle in half.
- Now fold the paper in half again.
- Then open up one of the pouches.
- Finally put it into the funnel.

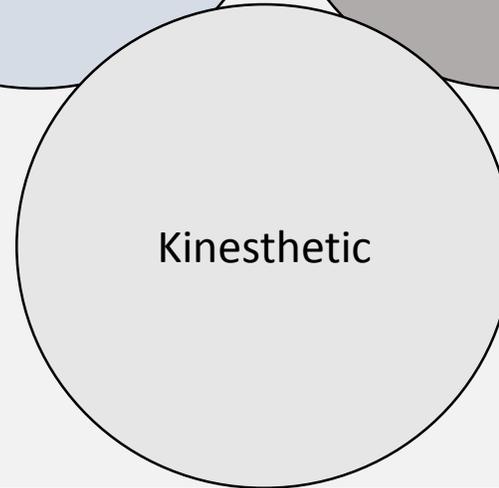
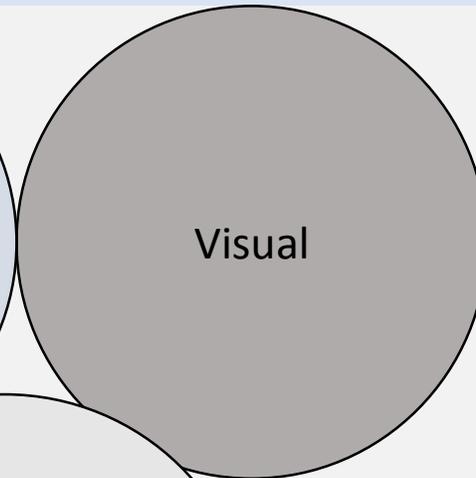
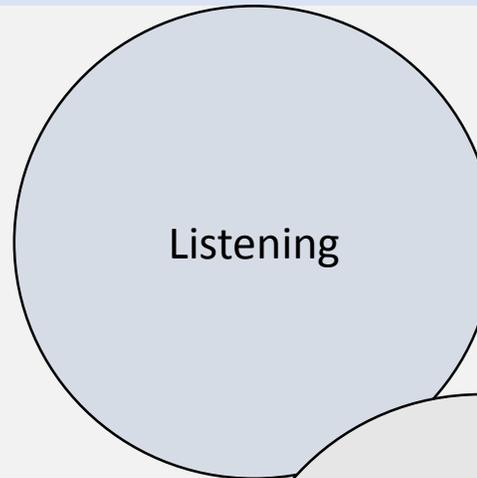


Skills-based learning provides classroom environments where independence, thinking skills, collaboration and active learning are developed at the same time as knowledge is acquired.

As science CLIL teachers we have the ideal environment for this type of learning.....how come you may ask?

The Science CLIL classroom provides a variety of activities to engage students who have a variety of learning styles.

Lecturing
Small Group Work
Demonstrations
Class Discussions
Quiz/Exam Prep
Homework
Laboratory Activity
Study Groups
Reading Text
Computer Activities / STEM
Tutoring
Projects
Field Trips
Review Sessions
Videos/PowerPoint



Four basic language skills.	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Our lessons should provide learners the opportunity to practise these skills.....all four of them!

Through hands-on inquiry instruction, all students can develop context-based content knowledge along with language development.

- Lee, Buxton, Lewis, & LeRoy identify inquiry-based science instruction as beneficial to students in the following ways:
 - a) students participate in activities as they learn vocabulary
 - b) students work collaboratively and interact with others about science content
 - c) hands-on activities offer students written, oral, graphic, and kinesthetic forms of expression



What am I?.....Are you a.....?

KINGDOM	NUMBER OF CELLS	TYPE OF CELL	TYPE OF NUTRITION	TYPE
ANIMAL	MULTI CELLULAR	EUKARYOTE	HETROTROPHS	INVERTEBRATES VERTEBRATES
PLANT	MULTI CELLULAR	EUKARYOTE	AUTOTROPHS	MOSSES FERNS FLOWERING
FUNGI	MULTI CELLULAR AND UNICELLULAR	EUKARYOTE	HETEROTROPHS	YEAST MUSHROOM
PROTOCTISTA	MULTI CELLULAR AND UNICELLULAR	EUKARYOTE	HETEROTROPHS AND AUTOTROPHS	PROTOZOA ALGAE
MONERA	UNICELLULAR	PROKARYOTE	HETEROTROPHS AND AUTOTROPHS	BACTERIA

CLIL TIMES

by PINEIRO



Scaffolding

- Scaffolding is a process in which the teacher supports the learner by breaking down a task or activity into manageable steps.
- The teacher demonstrates skills and strategies how to complete each step successfully.
- Scaffolding aims at enabling the learners to apply these skills and strategies independently and to optimize learning for all learners
- To scaffold successfully the teacher **MUST** be aware of the learner's needs.

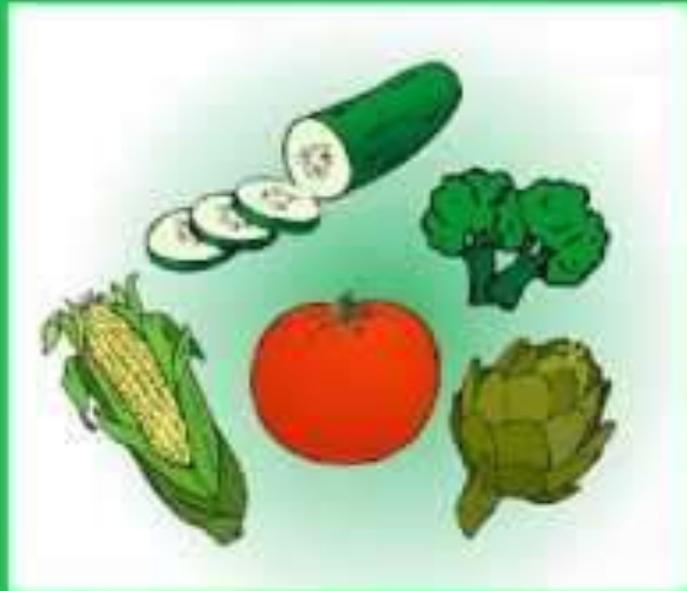
Do the students understand what you are telling them?

- In my experience the pre-teaching of vocab is essential.
- There is also a need for the teacher to be continually checking that every student understands what is being said to them by creating a two way question and answer dialogue (and yes this can be exhausting for the teacher!)
- *“Put 100ml of water into a beaker.....Pablo how much water do you need to put into the beaker?”*

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"My teacher said I don't pay enough attention in class.
At least, that's what I think she said."



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How, when and what do you evaluate when the student is learning?

• Formative

- To try and improve the learning of the student.
- Ongoing, daily assessments made.
- Can the student answer questions, or complete exercises from the book
- Feedback given and goals set.

• Summative

- Use to measure whether the students reaches the standards set from the curriculum
- Normally in the form of exams.
- Oral presentations
- Project work.

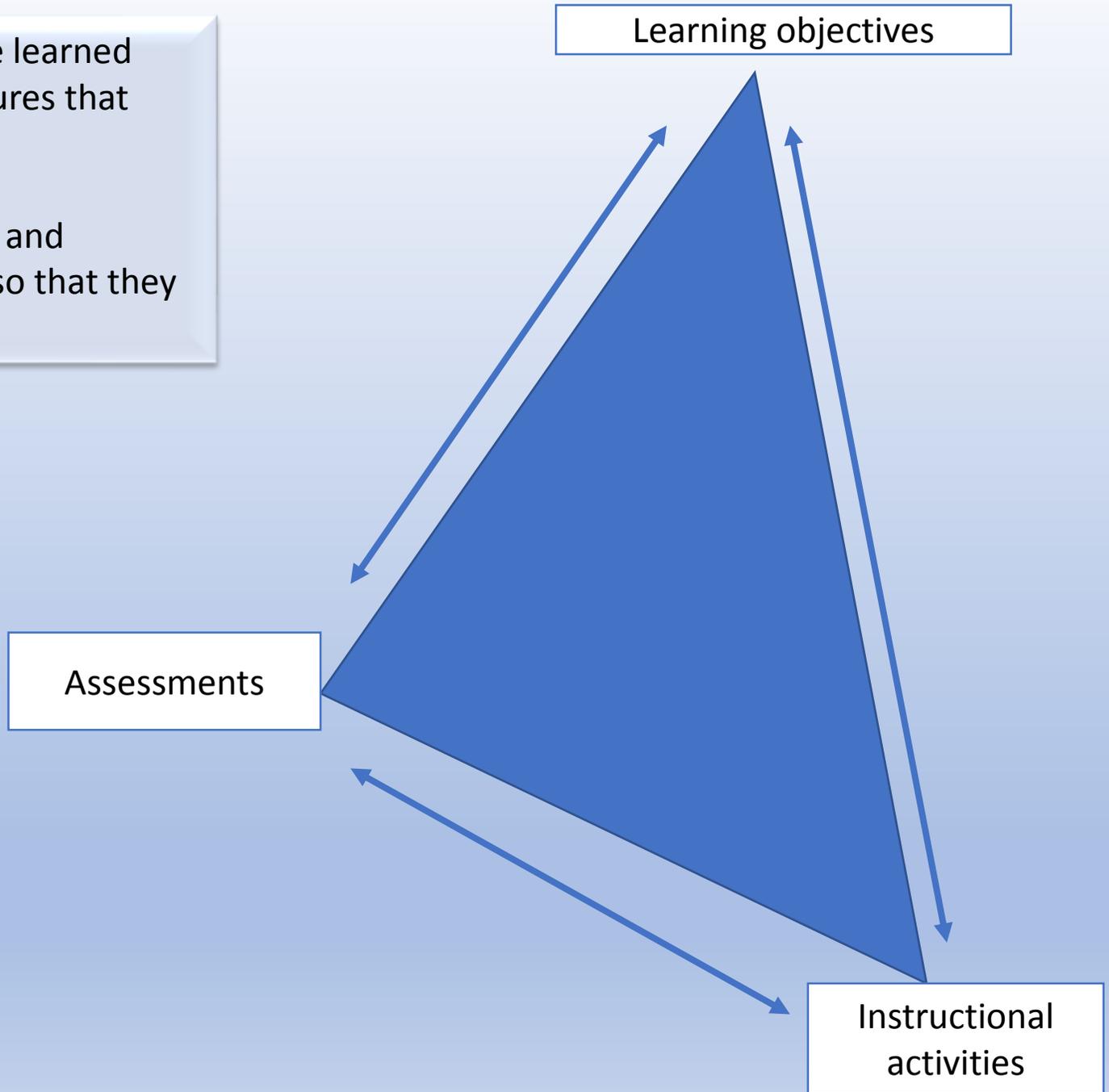
Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it.

For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another.

Learning objectives: What do I want students to know how to do when they leave this course?

Assessments: What kinds of tasks will reveal whether students have achieved the learning objectives I have identified?

Instructional strategies: What kinds of activities in and out of class will reinforce my learning objectives and prepare students for assessments?



Resources available to us.

- Other teachers
- Books
- Web pages
- Videos
- What else let's think of other resources.....brainstorm?

Problems of teaching Science in English

- Not to be too negative but how can we improve what we are doing?