Literacy for CLIL

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Unit overview

Unit : Why do zombies love brains?

Date: 3-4 lessons/ a week

Level / age: GRADE 5

Text type (narrative, factual description, procedure…)**: non-fiction, report/article**

General aim of the unit:

- ss will be familiar with new vocabulary
- ss will be able to present some information on how human brain works
- ss will write an argumentative passage
- ss will be able to differentiate between facts and opinions
- ss will be able to recognize text features of an article as well as an argumentative note

Text selected: written and visual
Author:
Available at:
main text source:
https://www.education.com/worksheet/article/parts-of-the-brain/
video source:
https://www.youtube.com/watch?v=_d9MkxLH3sY
graphic organizers source:
https://www.readinga-z.com/comprehension/reading-graphic-organizers/
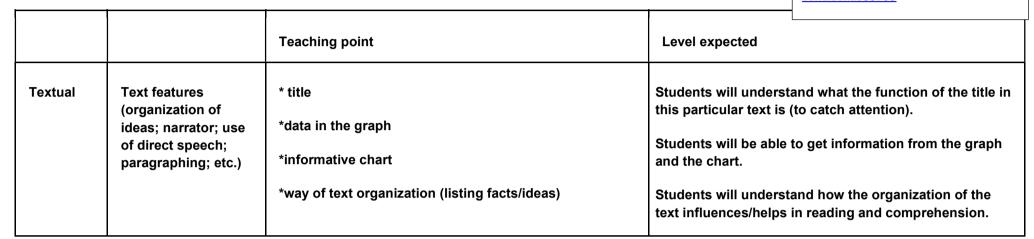exemplary text source:
https://en.islcollective.com/english-esl-worksheets/grammar/first-conditional-1/if-i-ruled-world-1st-and-2nd-conditional/85709

Teaching points – specific aims (as relevant)

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		Teaching point	Level expected
Textual	**Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.)**	*** title** ***data in the graph** ***informative chart** ***way of text organization (listing facts/ideas)**	**Students will understand what the function of the title in this particular text is (to catch attention).** **Students will be able to get information from the graph and the chart.** **Students will understand how the organization of the text influences/helps in reading and comprehension.**

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	Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.)	*catching attention (title) *distinguishing between facts and opinions	Students will be able to express their opinions and distinguish them from facts.
Linguistic	Language functions / structures	*summarizing what the text/paragraph is about * comparing the ideas * hypothesising and speculating *showing preferences and justifying opinion (which part of the brain would/wouldn't you choose and why?) *evaluating information	Students will be able to summarize the text (say / write what the text is about) Students will be able to practice the comparative and superlative, 2nd conditional sentences and revise present simple tense Students will be able to speculate and come up with some ideas about the topic Students will be able to evaluate the information contained in the text, graphs and charts in order to use some of them in their own writing
		*revising/paying attention to present simple sentences as an important factor of this kind of text *introduction to 2nd conditional sentences (If I had to give up a part of a brain, I would choose...)	
	Vocabulary	*scientific vocabulary: scientific terms and abstract vocabulary - parts of the brain, vessels, neurons, cells etc.	Students will be familiar with the vocabulary connected with brain structure Students will have an opportunity to use adjectives and adverbs in the comparative and superlative

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			Students will be able to identify the vocabulary characteristic for the scientific texts
	Pronunciation	*practising pronunciation of specific vocabulary	Students will be able to pronounce the words correctly
	Academic language features	*abstract nouns (such as: alertness, consciousness, attention etc.)	Students will be able to recognise the scientific terms in context
Cultural		Halloween is the perfect cultural context to carry the unit on. *The Walking Dead* series could be a suitable cultural context too especially for older students.	Students will be able to make a relation between zombies and Halloween or *The Walking Dead* series.
Strategic (learning and thinking strategies)		KWL, activating students' prior knowledge about the topic, brainstorming ideas about the topic, drafting	Students will design a strategy to work step by step
Cross-curricular links		CLIL science – description of a human brain, what is each part responsible for, how does it work Maths – comparing, numbers and figures Art – possible art tasks (e.g a cootie catcher)	Students will transfer what they've learned in other subjects to text reception and production

Emotional skills	Positive emotions due to sharing and group cooperation	**Students will be able to share their positive emotions**
Development of values	Increasing motivation	**At the end of the unit students will be satisfied with what they've learned and created**

Unit Plan

RECEPTION

A. **Reading**

Phase I. Pre-reading / listening (create hook / open gateway to literacy / contextualize / aid understanding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.

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1. SS are given pictures related to the topic (a picture of a zombie, human brain, brain divided into different parts) and discuss them in small groups thinking what they are going to talk about at the lesson. When they're ready, each group presents their ideas to the class. T reveals the topic (Why do zombies love brains?)	*activating students' prior knowledge about the topic	speaking	groups of 3-4 students (T-SS, SS-SS)	pictures for each group	10 minutes LESSON 1
2. T asks the students what do they know about the human brain. The class brainstorms the ideas together and creates a mind-map poster.	*brainstorming	speaking, reading, writing	whole class (T-SS, SS-SS)	Large, bristol board and markers	~20-25 minutes LESSON 1
3. Each student fills in the KWL table with his/her own ideas. Volunteers may present their ideas to the rest of the class.	*KWL	reading and writing speaking	individual work (T-S)	KWL table	10-15 minutes LESSON 1

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Phase II. Understanding and connecting (literal understanding, inferring meaning, interpreting, relating to own experience, responding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
1. SS are given the text, T asks individual SS to read parts of the text aloud. The rest of the SS listen and follow the text. After reading each passage, the class stops and paraphrases/summarizes/explains what was the part about. SS fill in the poster they've prepared with missing ideas while reading.	***hypothesising and speculating (about the title)** ***summarizing what the text/paragraph is about** ***comparing the ideas** ***listing facts/ideas**	**listening, reading, writing, speaking**	**whole class** **(T-SS, SS-SS)**	**text, poster**	**25-30 minutes** **LESSON 2**

B.   **Observing: recognizing text features (structure, narrator, vivid descriptions, factual information, objectivity of tone…)**

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
1. SS take a closer look at the text and think about the things which help them understand it. T tries to elicit as much ideas as possible (picture, colours, text division, short sentences in present simple, paragraphs, heading) *!* if necessary tries to get the students on the right track by asking questions, paying attention to particular parts of the text	*interpreting data in the graph *title *way of text organization (listing facts/ideas) *revising/paying attention to present simple sentences	speaking, reading	individual work, pair work, whole class (S, S-S, T-SS)	text	~ 10 minutes LESSON 2

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2. T tries to make SS think of what kind of text it is (article), where they can see it (magazine, internet), who the audience is (teenagers). Next, T draws SS attention to objectivity and subjectivity – explains the concept providing exemplary sentences and getting SS decide whether they are facts or opinions.	*justifying opinion *distinguishing between facts and opinions	speaking and listening, reading	whole class (T-SS)	text, exemplary sentences – facts and opinions for the SS to distinguish	5-7 minutes LESSON 2
3. SS take a look at the text again and try to spot subjective and objective elements it contains. They underline and discuss their answers in pairs, try to convince one another. T elicits the ideas, the class tries to classify the text (is it objective or subjective?)	*distinguishing between facts and opinions	reading, speaking	pair work (S-S)	text, markers	5 minutes LESSON 2/3

C.   Analysing: recognizing and practising language features (language functions, vocabulary, pronunciation)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
SS are given a handout with exercises. Ex. 1 Match the parts of the brain with their descriptions (eg. I'm responsible for ..., I'm located... Without me you won't be able to...). Ex. 2 On the basis of the picture and the table from the article, SS note down in the blank picture of the brain simplified words/ideas – what is each part responsible for? Ex. 3 Write down the correct abstract noun under the picture.	*scientific vocabulary (parts of the brain, vessels, neurons, cells etc.) *abstract nouns (such as: alertness, consciousness, attention etc.)	reading, writing	individual work/pair work (S, S-S) T assists the SS The class checks the tasks all together with the teacher. The teacher collects the handouts at the end of the lesson to evaluate SS' work.	handout	~ 35-40 minutes LESSON 3

Once the SS are ready with the task(s), they read the sentences aloud in order to check their answers as well as pronunciation. The class may drill the scientific words in different manners (silently/loudly/fast/slowly). Students will create their own cootie catcher, they will be practising the pronunciation of the words in pairs,	*practising pronunciation of specific vocabulary (terms: frontal lobe, parietal lobe, temporal lobe, occipital lobe, cerebellum, brain stem, neuron, cells, vessels, alertness, spatial sense, recognition, consciousness, perception of motion, thought, zombie)	reading, writing, speaking	individual work, pair work, whole class (S, S-S, T-SS) T monitors the students while they practise pronunciation, corrects if necessary	handout, fortune teller worksheet	45 minutes LESSON 4

PRODUCTION

A.   Guided production (ordering parts of text, creating vivid descriptions, make information factual, creating word banks, changing the register, finding and correcting mistakes, etc.)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.

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SS watch a short video – while watching they think of some more ideas which can be added to their poster (e.g. the brain can reorganize itself, you can live with half of a brain), SS add the ideas to the poster *!* the video is quite fast, so it may be necessary to stop it a few times and discuss it or to give the students the script	*listing facts/ideas *evaluating information	listening, writing, speaking	individual work, whole class (S, T-SS)	video, poster	~ 30 minutes LESSON 5
T asks SS a question from the film – what part of the brain would you give up to stay alive? Why? SS discuss the question in small groups in order to get some ideas. T and SS write down some of the ideas and arguments on the board. T explains SS tasks would be creating their own passage to answer a given question.	*brainstorming the ideas *hypothesising and speculating	speaking, writing	group work, whole class (SS-SS, T-SS)	whiteboard, markers	15 minutes LESSON 5

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Before SS create their own passage, T asks them to take a look into an exemplary text.. SS read the text silently and think about their common features (2nd conditional structure, linking words, sentences for supporting arguments)	* comparing the ideas * hypothesising and speculating *evaluating information	reading and speaking	individual work, whole class (S, SS-T)	exemplary text, whiteboard, markers	~10 minutes LESSON 6

B.   Free production (planning, organizing, drafting, editing…)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Setting the criteria 1) Ss and the teacher agree on a rubric to self-evaluate their drafts	* criteria: 1) Between 80-100 words 2) Did I use "If I…"? 3) Did I use several names for parts of the brain? 4) Did I say why and why not?	reading, writing	whole class	rubric handout, criteria written down on a bigger poster to display in the class	15 minutes LESSON 6

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	5) **Did I use several linking words?** 6) **Am I proud of my writing?**				
SS plan how to write their own paragraph on the basis of the given graph. They list the ideas and come up with arguments in favour and against.	***comparing the ideas** ***showing preferences and justifying opinion (which part of the brain would/wouldn't you choose and why?)** ***evaluating information**	**writing**	**individual work, T monitors and assists the SS**	**draw conclusions graph, pens/pencils**	**15-20 minutes** **LESSON 6**
Drafting: 1. **Ss write the first draft** 2. **Ss use the rubric to evaluate their work** ***!* SS will have to make sure that they followed all the criteria they came across along with their teacher (teacher guides them). If not, they go back and rewrite their text → draft 2**		**reading, writing**	**individual work, T monitors and assists the SS**	**Pieces of paper, pens/pencils, rubric**	**20 minutes** **LESSON 7**

SS re-draft their previous drafts in order to create their final text	*introduction to 2nd conditional sentences (If I had to give up a part of a brain, I would choose...)	writing	individual work, T monitors and assists the SS	Pieces of paper, pens/pencils	~20 minutes LESSON 7
SS fill in the last part of KWL chart, they read them to the rest of the class. The whole class summarizes what they've learned	*evaluating own learning - KWL	writing, reading, speaking	individual work, whole class (S, T-SS)	KWL chart, pens/pencils	5-10 minutes LESSON 7