

## CLIL lesson- Literature in Turkey school

**Topic:** Language Arts/ Antonyms

**Goals:** Students will be able to provide examples of antonyms for a specific word in poems or other literary works

**Methods and techniques :** Expression, question-answer, showing, Flipped classroom, desing thinking, self-lerarning, gamification, Activity, quiz, games

**Materials:** Student's book, EBA Web site, Smart board, Conversations, List of examples to use in group/class activity, Drama (Role Play), Questions and Answers, Reordering

**The key words or items:** antonyms/ synonyms

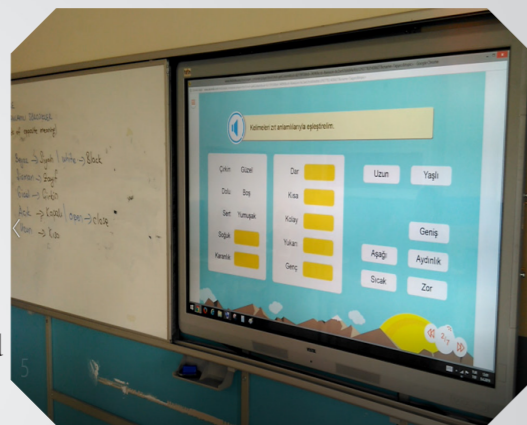
**Introduction:**

Teacher should first explain what an antonym is, writing a word on the board and providing several examples of antonyms.

- Write a sentence on the board, selecting a specific word for .
- which students will provide antonyms.
- Have students substitute their antonym in the same sentence.
- Have the students look up the word in the English Talking Dictionary and see what additional antonyms are found.

**End of the lesson:** Students will do studies related to finding antonyms words on the interactive board.

**Assessment and evaluation:** Students should email or print out their documents to teachers to review (Depending on teacher preference, students could use TWP to extract the antonyms/synonyms to a separate document and print only the list of words for the teacher to review.)



## CLIL lesson- Literature in Portuguesse school

**TARGET:** Pupils from Portugal (8-10 years old)

**Objectives:**

- Introduction of the Children's Literature Day 23rd April;
- Listening a children's story in English;
- Reading a children's story in English;
- Exploring a children's story in English;
- Exploring different characters and emotions related.

**Activities / Strategies:**

- Listening to the teacher's explanation about the celebration;
- Exploring the title of the story in English ("Little Red Riding Hood");
- Listening to the story film;
- Exploring new vocabulary in English;
- Character distribution for dramatized reading;
- Reading the story in English;
- Completing some interpretation exercise about the story.

**Conclusion:**

The reading and comprehension of a story they already know from their childhood , but this time in English, helped them understand the importance of learning English and understanding what they are reading. They also realised that several of the stories they know in their language are worldwide known.

**Our Partners:**

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# Erasmus+

## LET'S PLAY AND LEARN TOGETHER



### CLIL Lessons Content and language intergrated learning

CLIL (Content and Language Integrated Learning) methodology it's very important strategy of language teaching and learning in a multilingual Europe on a very early age that will reflex in terms of cultural awareness, internationalisation, language competence, preparation for both study and working life, and increased motivation.

All partners of Erasmus+ project „ Let's play and learn together“ decided to realize this methodology as main goal of our project. We realized international lessons with this methodology at each partners school such as Art, Music, Physical Education, History and Literature.

**At our schools CLIL lessons:**

- Literature in Croatian school in April 2019.
- Literature in Slovakian school in May 2019
- Literature in Portuguesse school in May 2019
- Literature in Turkey school in April 2019
- Literature in Italy school in May 2019

This way teachers exchanged experiences with this educational method and students tried to use English in practice.

**This project is carried out with the support of the European Union.**

## CLIL lesson- Literature in Croatian school

Subject : Croatian language

Age : 12 – 13 age

Time required : 45 + 45 min

Topic : Ivana Brlić Mažuranić, Croatian Tales of Long Ago

Methods: Individual work, frontalni rad?? , group work

Materials and aids: Literary work, reading diary, class paper (nastavni listić?), paper, glue, board, chalk.

### Objective: Students will:

- Define a term fairytale,
- Cite examples which confirm that a book is fairytale,
- Say when and where is act of fairy tale,
- Cite characters of book.

### Activities:

- 1.) Students on paper in one sentence write impressions about book and after that stick it on the billboard and comment together.
- 2.) Teacher inform students about Ivana Brlić Mažuranić, she's fairytales and slavic mythology which inspired I. B. M. in writing.
- 3.) Students connecting pieces of stories from Croatian Tales of Long Ago in the compatible unity/fragment. On that way teacher check on if students read it a book.
- 4.) a) Students separate in groups and thinking about question for another students which are in groups too. Asking questions about book.  
b) Asking questions between groups – every team have 1 min to answer to the questions.  
c) Ending part: comparing and analyzing results.

### Assessment, evaluation:

- Heuristic talk,
- Reading diary,
- Quiz – group work,
- Paper for evaluation of work in group.

## CLIL lesson -Literature in Slovakia

Pupils of 4th class

Topic : Fairy Tale - reading

Goal: CLIL- English in interaction with reading.

Work : CLIL in Literature was very interesting for children, because they like reading Fairy Tales. We were reading the fairy tale – Gingerbread House.

1/At first we all and then also pupils individually were reading a story.

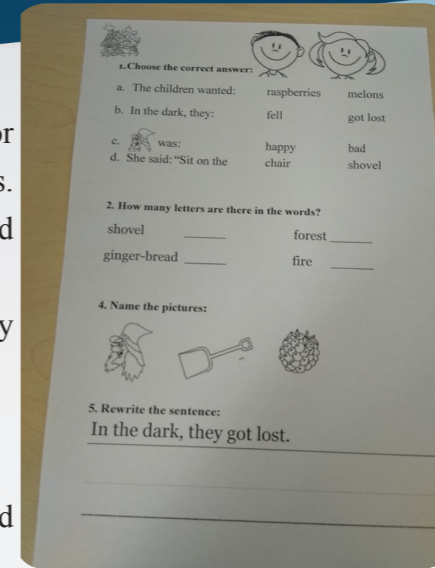
2/ Pupils learnt new vocabulary.

3/Then we were talking about the story.

4/ Pupils created Leporelo of the story. They had to order pages correctly.

5/ Pupils were doing short simple test.

Conclusion: Pupils understood the story, talked about it. They broadened their vocabulary.



## CLIL International lesson- Literature in Italy school

The Adventures of Pinocchio

Goals: Educational-Students will be able to name and say something about characters of the Story of Pinocchio.

Key Items: Characters of the story of Pinocchio; revision of the body parts, revision of the verb "to have got"

Correlations: English, Art, Biology

Materials and aids: Puppet of Pinocchio, book "The Adventures of Pinocchio", ppt presentation of the book, ppt presentation of the drawings made by the Italian pupils, Sheet of the wordsearch, white paper, colours.

Introduction (10 mins): Warm up (3 minutes) Brainstorming with the students for investigating their knowledge about the story.

The teacher asks to students: Do you know Pinocchio? which animals are in Pinocchio's story? (words: Puppet, cricket, fox, cat, donkey, whale)  
Activity 1 (7 mins) And now let's revise together the body parts (showing the puppet and pointing the part of its body): head, eyes, nose, mouth, arms, ears, legs, feet.

First part(25 mins): Activity 2 (15 minutes) -reading of the story supported by the ppt presentation of the pages of the book.

Activity 3 (5 mins) The teachers asks questions about the characters:

What are the characters of the story? Pinocchio, Geppetto, Fire Eater, Blue Fairy, the cat and the fox. Who is Geppetto? He is a carpenter.

Activity 4 (5 mins) -Task :Find the words in a word search sheet. Students will work in groups of four. The group who first finishes the task, wins a prize.

second part (20 mins):Students in pairs will draw a scene of the story and write on it a short title.

Conclusion (5 minutes): Students past the drawing to a big sheet and make a poster.

