



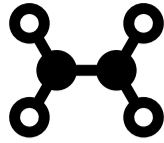
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WEEK 2 TASK

TECHNOCLIL2019

WEEK 2 TASK3

OCEANIA.....4



WEEK 2 TASK

Choose a topic of your interest

Activity 1: Imagine a brainstorming activity for your students to introduce it

You can decide to work only with words (and/or their definitions) or with words and a text: a video, a picture, an audio or a written text, etc.

Select the key words (and their definitions) related to the topic and create some activities (screenshots from a visual dictionary; tag clouds; matching/crossword, ...)

Activity 2: Focus on communication, using the Language Triptych, and create your own mind map on the language you need to develop and teach the selected topic: (language of learning, language for learning and language through learning)

Read pp. 12-16 in the attached file¹ as a useful guideline

Create a file or a zipped folder and upload it on the right section

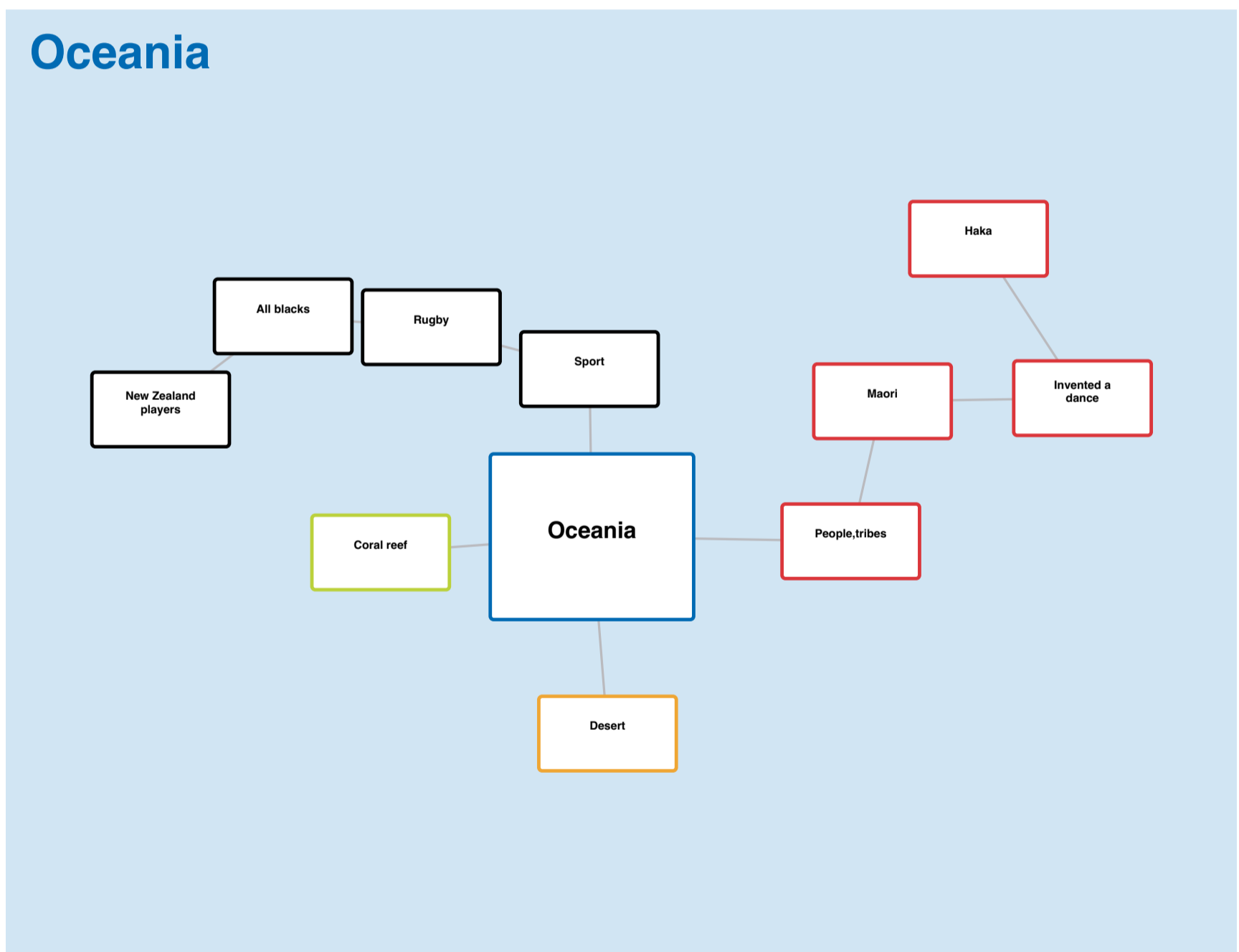
¹ Coyle-Hood-Marsh, *CLIL Toolkit*

OCEANIA

CLASS: 5° B - a class with BYOD.

Webtools used: Popplet, Wisuwords, Tagul, Padlet, Kahoot

Devices used: Ipad2 Pro, different tablets and smartphones, Macbookpro, School IWB and pc.



I'd like to start this assignment by “inverting the parts” and showing this as a blended task involving BYOD and flipped classroom too.

This happened on Friday 25th January in 5°B. I asked the pupils to bring their devices, after their parents' permission, in class so we could start the BYOD experience.

They had to start a BRAINSTORMING for a specific topic they will present as a class open to their parents (scheduled for February 22nd).

The given topic is *Oceania*.

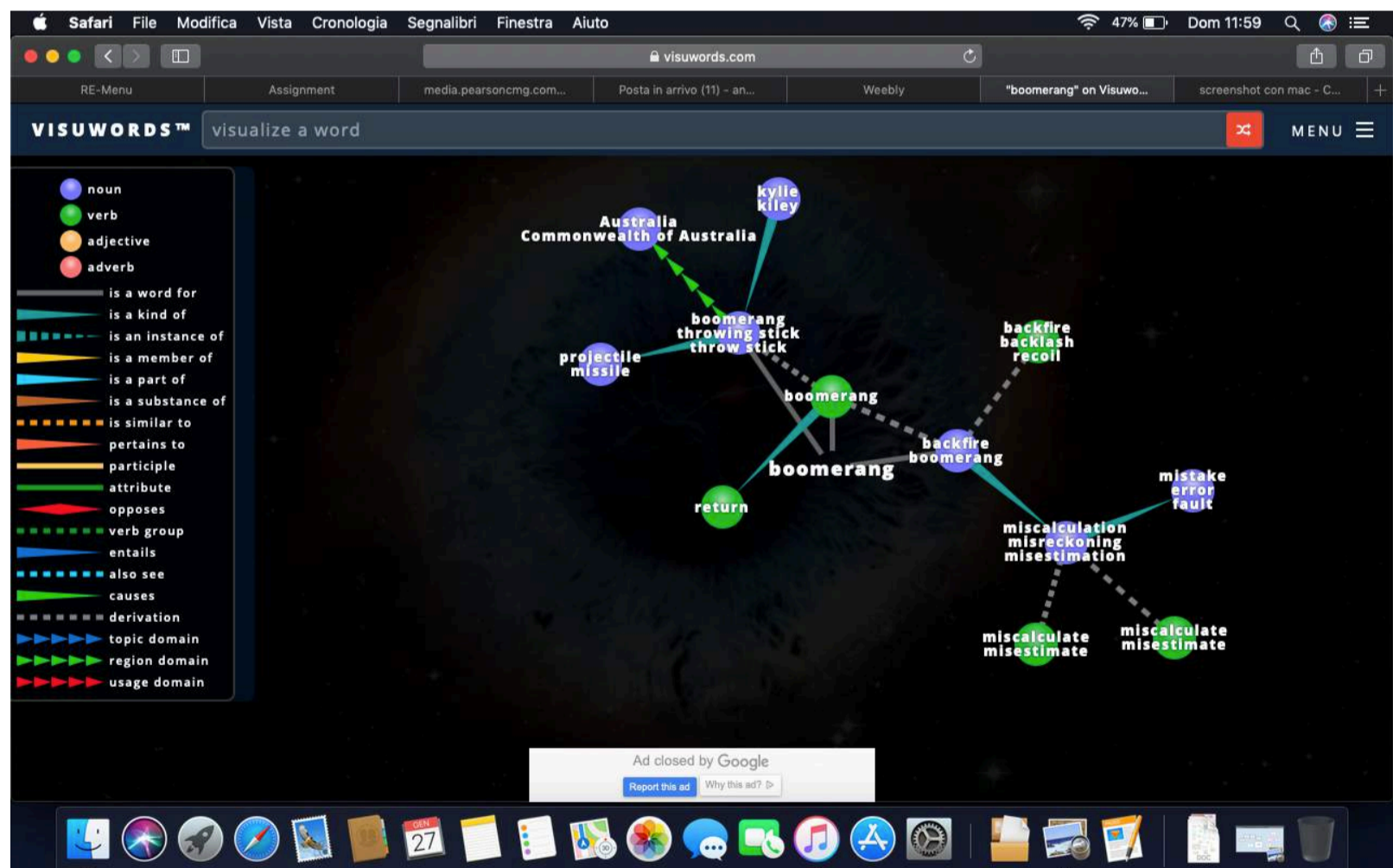
Paolo and Tomas started with using POPPLET and created this visual mindmap.

They used different colours for the different specific features they had to start.

Once they've done it, the students upload their work on the padlet dedicated to 5y. Module "A wonderful world": link: padlet.com/sindarkness/awonderfulworld.

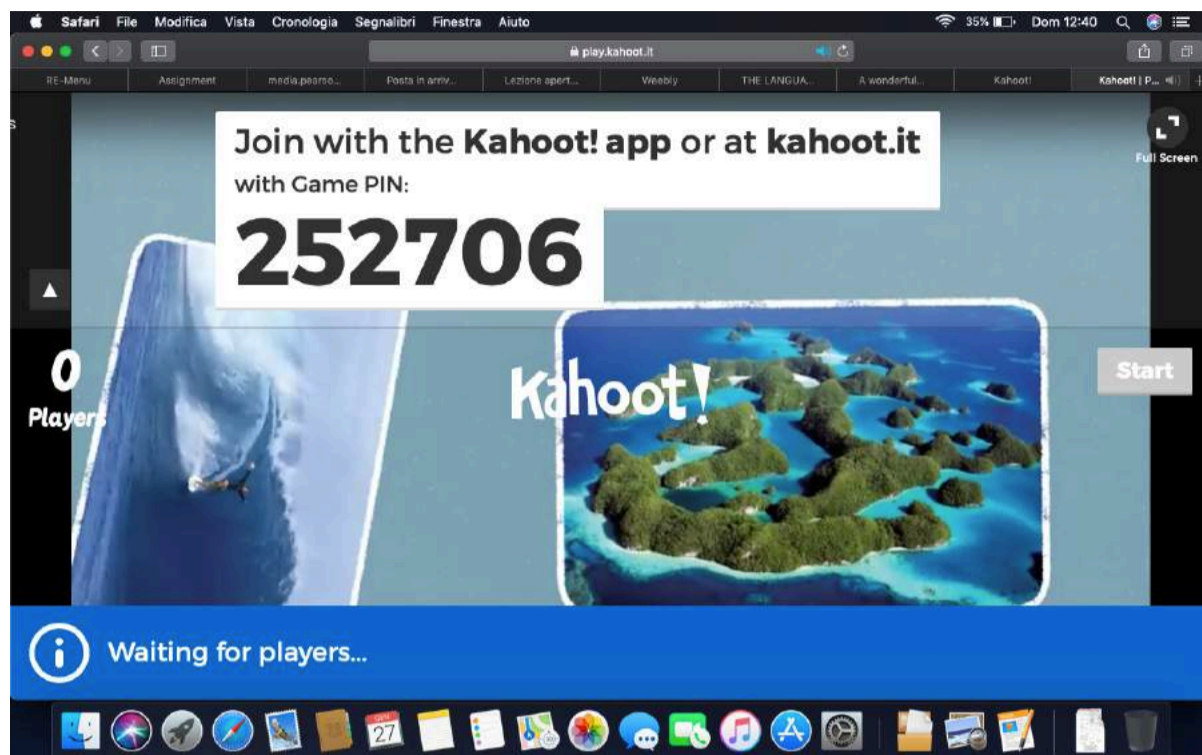
While going on, I asked them to think about a specific tool, an instrument, used by the Maori, being both an instrument for hunting and the symbol of Australia too.

They all agreed with BOOMERANG, so I invited them to have a look at the IWB while I was typing on the blackboard the address of WISUWORDS and we searched for the word.



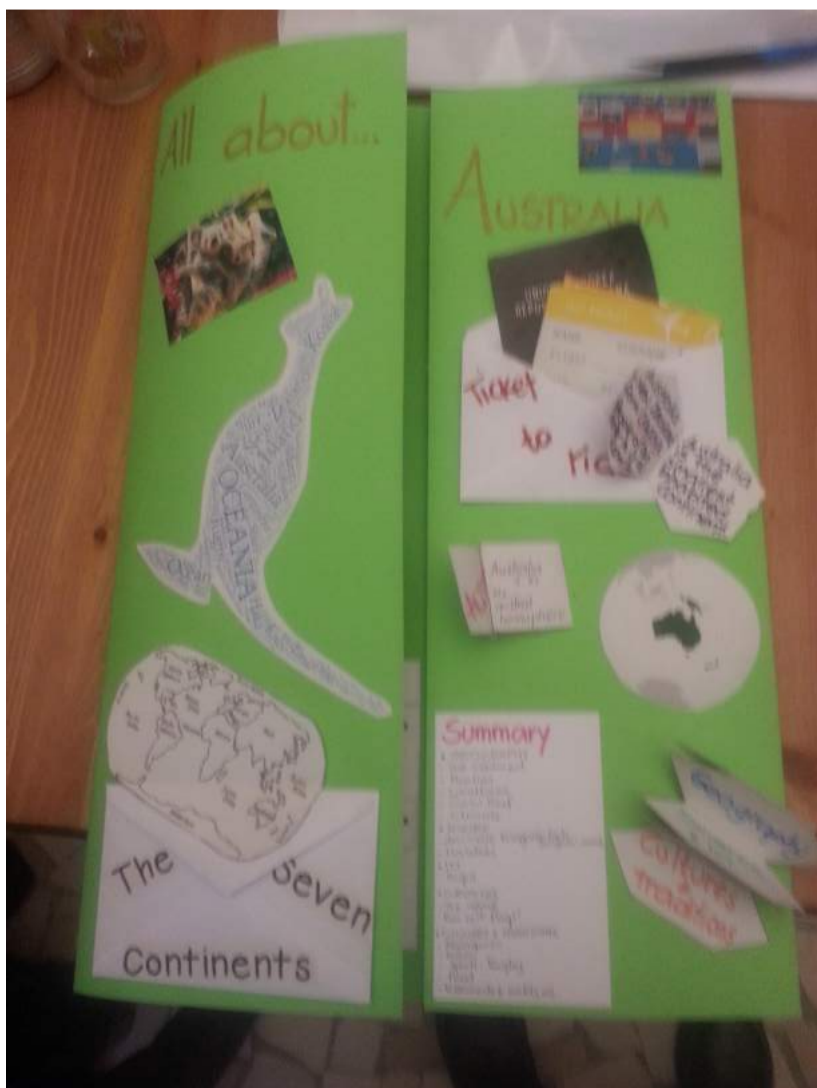
Children reacted enthusiastically to what they had just seen and their TT increased since they started reflecting on the different meanings found.

The class was all part of a KAHOOT game.

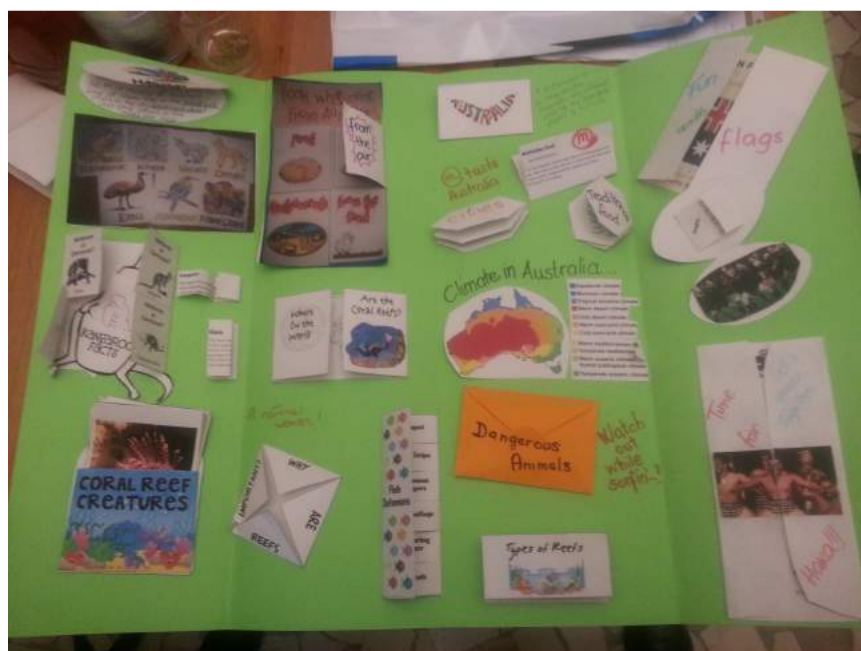


The children used their own devices to be part of the game and to revise the topic and the key elements related.

Specific words as “joey”, “doe”, “boomer” and others, were reinforced.



Therefore the class was divided in groups to work on a lapbook about Australia. It was a “collection of lapbooks” indeed, including different specific features: traditions, environment, and another one about Coral Reef too.



As for the Language Tryppich, all the different parts were involved.

1. LANGUAGE OF LEARNING

That is the language needed for students to access the basic concepts of the topic.

Key words were given and suggested and they could practice them all through a series of activities.

They could describe Australia and Oceania as a whole, by using geographical terms, scientific terms and terms related to tradition, too (Southern hemisphere, Island-Continent, Haha, Maori tribes, didgeridoo, joey, pouch, pavlova, haka)

2. LANGUAGE FOR LEARNING

The children were asked to write a simple research report. SEN were included with no problems at all, and they could also contribute in terms of video-activities too (that is, they watched a video with English subtitles enabled and had to fill a chart with they main information required)

3. LANGUAGE THROUGH LEARNING

Of course, being the students actively engaged in such a process of language and thinking, it was a direct consequence the emergence of a new setting connected to a new language and this was interestingly enquired and observed by using dictionary skills, specifically thanks to visuwords, with children being involved in a process of analyzing different meanings starting from the same word.

After that, students were able to recycle discussion skills and extend presentation skill performing their own class, according to the flipped classroom methodology.

