

CLIL DIDACTIC UNIT

Title of the Unit: “Where the Wild Things Are”

Course: Primary 5

Evaluation Criteria, Objectives & Learning Standards	<ul style="list-style-type: none">- Read different types of texts with different objectives and using bilingual dictionary.- Introduce others, in a simple way, the result of a research work with writing or graphic support on “Wild Things”.- Prepare written scripts to make oral presentations.- Write short texts from models or by following simple guidelines.- Explain the reasons for the great expeditions maritime.- Locate on a map the route that followed the first voyage of Columbus.- Write biographies.- Searches, selects and organizes specific and relevant information, analyzes, gets conclusions, communicating their experience, reflects on the process followed and communicate orally and in writing.- Performs simple experiments to separate components of a mixture by evaporation.- Uses ICT resources to find information, collected and used for the realization of a project.- Apply the knowledge gained in the construction of an object.- Measuring instruments, using strategies and conventional and unconventional units, choosing the most appropriate unit for expressing a measure.- Calculates the perimeter and area of geometric figures.- Develop habits of order, correct use and proper maintenance of the materials and instruments used in their artistic creations.- Participate actively in group tasks.- Presents its work cleaning and aesthetic taste.
Contents & Cross-curricular Links	<ul style="list-style-type: none">- Literacy: Reading, speaking & writing about the story “Where the wild things are”.- Geography: Famous mariners.- Science: Different habitats.- Design and Technology: Lego or Meccano Design.- Maths: Measurements.- Art: Wild Things area corner in the class.

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Language	Vocabulary	<ul style="list-style-type: none"> - Literacy Wow Words Adverbs (quickly- bravely- carefully- happily- loudly- joyfully- madly- cleverly- gracefully- softly- busily- confidently- lazily- slowly- bouncily- quietly- tidily- diligently). Wow Words Nouns (wolf suit- mischief- wild thing- forest- ceiling- vines- walls- roars- teeth- claws- trick- rumpus- Past Tense Actions (was- wore- made- called- said- sent- grew- became- tumbled- sailed off- sailed back- came- roared- gnashed- rolled- showed- tamed- cried- wanted- loved- smelled- gave up- stepped- waved- found). - Geography East- West- North- South- Compass- ships- voyage- island- route- world- storm- wind- calm- map- crew- explore- speed- latitude- longitude- navigation. - Science Habitat- ocean- forest- pond- desert- cactus- coyote- frog- otter- owl- red fox- crab- octopus- living things- nonliving things- resources- shelter- environment- erosion- rainforest- woodland- vegetables- fruits. - Design and Technology Artefact- meccano- components list- design- process- equipment- evaluation- investigation- pattern- planning-. - Maths Measure- size- compare- estimate- enough- not enough- too much- too little- too many- too few- circle- triangle- square- rectangle- cube- area- perimeter- surface- square metre- square centimeter- square millimeter. - Art mix- warm water- salt- food colouring- abstract pictures- patterns- backing paper- doors.
	Structures	<ul style="list-style-type: none"> - Literacy How do you do things? - Geography Wh? Questions- Past Tense Questions - Science How many habitats does Max appear in?- Do you think...?- What do plants need to grow?- Could a jungle grow in...? - Design and Technology How have you made your Wild Thing? – What problems have you encountered? How have they been solved? - Maths How many plants could fill our classroom? How many of these would fit in the base of the room? - Art They look like... -

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Communication	<ul style="list-style-type: none"> - Effective Teacher Talk: Ask short-answer questions- Expand on a learner's sentence- Start the sentence for the learner and repetitions. - Support Input: Using pictures & diagrams- Write key words on the board- Ask questions with prompts- Tick a list- Spot the mistakes- Listen & Watch. - Support Output: Using sentences starters- Gap sentences- Charts- Speaking or Writing frames- Group Presentations.
Cognitive (thinking) skills	<ul style="list-style-type: none"> - Tasks vary in terms of context: embedded (using pictures & other external clues) or context-reduced. - Tasks vary in terms of the cognitive demands: cognitively undemanding & cognitively demanding.
Cultural elements	<p>The monsters are part of the cultural baggage of all ages and all civilizations. Fighting monsters is a recurring theme in folk tales and legends. In this sense, these wonderful story carry a very clear message: the difficulties in life are inevitable and that the output is not to flee but to face adversity.</p>
Tasks	<p>Literacy</p> <ul style="list-style-type: none"> - Read the story, write down their opinions of the story and illustrations and share them with the class. - Make a “wild thing” and write a story about it. - Back and border a display board and add the childrens's stories and the large drawings of the characters of the story. - Look at the illustrations of the story and ask the students to write down 5 things that “wild things” have in common. - Make a display “Wow Words” using adverbs related to a “wild thing” that answer this question: How do you do things? - Use the website www.wildanimalsonline.com to investigate real wild animals and choose one to adopt as a class project. <p>Geography</p> <ul style="list-style-type: none"> - Identify famous mariners, for example Christopher Columbus and track one of their journeys. - Write down biographies of famous mariners including these questions: Why did they travel?, How did the travel?, What dangers lay ahead? and What did they discover? <p>Science</p> <ul style="list-style-type: none"> - Using the story, discuss the beginning, the middle and the ending of the story. How many habitats does Max appear in? - Look closely at the illustrations of the plants of the book and make questions about them: Do they think the plants are real?, Could a jungle grow in the classroom?, What do plants need to grow?

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	<ul style="list-style-type: none"> - Ask students to make up “Vegetables” or “Fruits” that might be a combination of several things. For example a banana and an orange become a “banorange”. - Make the experiment “Create a mini ocean” using a plastic bottle, water, blue food colouring and cooking oil. <p>Design & Technology</p> <ul style="list-style-type: none"> - Ask the students to design their own Wild Thing using Lego o Meccano. Once made, they can record how they made their figure, what problems they encountered and how they were solved. <p>Maths</p> <ul style="list-style-type: none"> - Ask the students “How many plants could fill our classroom?” Using card, make a 3D room. Find out the perimeter and the area. Cut small circles of card like plant pot bases. Now “How many of these would fit in the base of the room?” <p>Art</p> <ul style="list-style-type: none"> - Draw a large sailing boat similar to the illustration of Max’s boat. Put panels in the boat and make “doors”. Put examples of writing behind each door such as descriptions of the Wild Things, their party, what they look like... - Mix warm water with salt and food colouring and draw abstract pictures on paper using the solution. When the water evaporates, the salt will leave patters behind. Use these as backing paper.
Activities, class distribution & timing	<ul style="list-style-type: none"> - Four hours per week for a maximum 30 hours per class during a month. - Classes involved in the project: Primary 5.
Resources & Materials	<ul style="list-style-type: none"> - Where the Wild Things Are by Maurice Sendak. http://www.epubsearch.com/free-download/Where-The-Wild-Things-Are.pdf - www.wildanimalsonline.com/
Basic Competences	Linguistic Communication- Mathematic, Science & Technology- Autonomous, Learning & Personal Initiative- Artistic & Cultural Awareness- Digital- Learning to Learn- Social Awareness & Citizenship.
Evaluation	Observation and Self- Assessment activities to reflect on stages of the unit and the process of learning.