

CLIL LESSON PLAN

1. DRAMA TAKS. (teacher)

Students explore plot development and rising action, turning point, and falling action by viewing a short play written and performed by high school students.

- **Length:** Two class periods: one for introduction, one for application.
- **Grades** 6-8

Concepts/Objectives:

- Students will explore, analyze, and use the literary elements of drama.

Resource Used:

Basics

Found On: Performance Excerpts

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VOCABULARY, RESOURCES, AND HANDOUTS

Vocabulary

discovery, empathy, falling action, language, literary elements, motivation, plot development, rising action, suspense, theme, turning point

Materials

TV/VCR or DVD player

Optional: graphic organizers

Handouts:

- Multiple-Choice Questions
- Answer Key

INSTRUCTIONAL STRATEGIES AND ACTIVITIES

Before viewing the video excerpt

Introduce the topic by reminding students that dramatic situations are all around us. Tell them to picture an argument between a basketball coach and a referee in a championship game. Imagine a situation in which two students are competing for the lead in the class play. Ask what they would do if a friend were falsely accused of cheating. Any one of these situations could be the basis for a short play, but first we have to understand what must happen to transfer personal experiences or feelings to the stage.

No matter what the subject matter, plays are constructed around three important literary elements: rising action, turning point, and falling action.

Write on the board or an overhead:

- Rising Action: Main problems are introduced (characters, issues, the exposition).
- Turning Point: The problem or conflict occurs.
- Falling Action: Repercussions occur (a result of the conflict or a resolution to it).

- Give each student a graphic organizer divided into three columns, or ask them to divide a piece of paper into three columns. Label the columns Rising Action, Turning Point, and Falling Action.

Students can note the information being written on the board and discussed. They can also note the elements on the sheet as they watch the video. For LEP students, you can add a visual clue before each label to facilitate understanding. And if you have students for whom note taking is difficult, consider providing a completed page for them to check as they hear or see the information noted.

Viewing activity

Watch “Basics.” Ask students to consider and note when and where each of the three elements occurs.

Student responses may vary.

Wrap-up

Remind students that this short but effective play was developed around a simple framework of rising action, turning point, and falling action.

Elaborate dramas by Shakespeare or Broadway plays, as well as short stories and novels, often use the same key elements to capture and maintain the audience’s attention.

A group project: In a second class period, divide the class into three groups to draft 3- to 5-minute dramas modeled after “Basics.” Here’s a process they might use:

- Each group brainstorms ideas, personal experiences, or feelings that might have dramatic potential in a short two-character drama.
- Each group develops the rising action for a short two-character drama.
- Students exchange papers with another group who will construct a turning point.
- Students exchange papers again with a third group to create the falling action and possibly a resolution for the drama.
- Papers are returned to the original groups. Each group selects two people to perform the short drama that has been written in this three-step process.
- Students note and discuss the rising action, turning point, and falling action of each play.

ASSESSMENT

- The Performance Assessment
- Write a review of “Basics,” discussing the elements of drama.

OPEN RESPONSE

Prompt:

“Basics” lasts just a few minutes, yet it incorporates central dramatic elements of a full-length play: rising action, turning point, and falling action.

Directions:

1. Identify and describe how each of these elements occurs in “Basics.”
2. Using appropriate vocabulary, explain why you think “Basics” is or is not an effective drama.

Open Response Scoring Guide

PERFORMANCE ASSESSMENT

- ***Performance Event:***

Personal experiences and everyday feelings can be the subject matter for short dramas.

2. What Can Tell Us About Ourselves videos?

Grade/Level: Primary Education

Connections: Art, Social Studies, History

Time Required: 3-5 days

Description:

In this lesson, students can view and compare works about themselves. They will learn to converse about them using adjectives and descriptive terms in the target language. They can then discuss and write about their connections to the daily lives of young people in the 21st century.

This lesson works well for CLIL because it emphasizes higher-order thinking skills of creating and evaluating. It also incorporates all four language skills: listening, reading, speaking and writing.

You may want to start by showing students samples of videos about personal information and hobbies and asking them to “chalk talk” their impressions of the work. What are the most prevalent hobbies? What is the mood? How do their cities make them feel? After discussing their answers, go back and have them read about the personal descriptions.

Desired Outcomes

Students will be able to:

- View and discuss art as a means of understanding social conventions, history, politics and creativity. **(speaking)**
- Organize target-language information quickly using visuals and graphic organizers. **(reading and writing)**
- Engage in target-language discussion about the process of conveying our true selves through videos. **(speaking and listening)**
- Create their own video and present it to the class using descriptive words from the target language. **(speaking)**

3. TV Talk

Whether it’s the last episode of “Fortnite” or “The Walking Dead,” kids and adults alike love dishing about their favorite characters and stories on TV. Why not utilize that enthusiasm for their next project?

Fortunately, technology makes it easy to find engaging target-language television to pique their interest. [YouTube](#), [Netflix](#) and [Amazon Prime](#) all make it easy to search for TV shows in the target language.

We will assign episodes of the show to watch, and then come up with a few questions that allow students to discuss the themes of the show. The questions should get them to think more deeply about the story and their connection to it. We will choose series and episodes in order to develop English speaking countries culture. For example, ask students to share who their favourite character is and explain why, which city is it? Where are they living?

What do they eat? Or they could come up with an alternate ending for one of the episodes.

Post the questions on a shared blog or break your class into small discussion groups to talk about them. As a culminating task, students can write a script and act out an episode of their own, similar to this project using Spanish telenovelas.

Warm up games in English lessons and P.E. Lessons.

The boat is sinking (with a twist)

We all know this classic. The teacher cries, “The boat is sinking! The boat is sinking! Group yourselves into three!” The kids then scamper and assemble themselves accordingly. Students who fail to find a huddle with the appropriate number of members are then sent packing. This is repeated until the two last remaining souls on-board are declared winners.

The twist comes with the creativity of the grouping instructions. It’s not just about numbers. Groups can be formed by gender, shirt color, letters in students’ first names, etc. It all depends on your target vocabulary. You can even transition into a TPR-style (Total Physical Response) activity and encourage your kids to get moving by, for example, saying, “The boat is sinking! The boat is sinking! Everybody, jump three times!”

This game can be used to have restless kids up and about. It also allows you to have a comprehension check to see whether your wards have understood specific instructions barked in the target language. So for beginners, use simple, plain instructions.

4.Mission: Possible.

Remember the Tom Cruise movie franchise, “Mission: Impossible” that takes you on a wall-to-wall action adventure, and has characters climbing and jumping off buildings and driving cars off a cliff? Well this is none of that.

But it does get your class to do their own “stunts” and “missions” Divide the class into groups of four and hand each group an envelope that takes them on a series of missions or tasks around class or even around campus.

Example tasks include:

- Write the days-of-the-week on the board.
- Do ten jumping jacks while counting aloud.
- Recite any nursery rhyme as a group.
- Dance “Gangnam style” for 30 seconds.
- Fill a pitcher with water.
- Find the most beautiful teacher on campus, give her a red paper flower, get her autograph and take her picture.

This game tests and reviews your students on two levels. First, it checks comprehension of the instructions, which, if possible, should only be given in the target language. Second, it checks to see if your kids are able to execute the tasks themselves. Do they remember the different days of the week well enough to write them on the board?

Adapt the tasks accordingly. For example, a German class might have students sing a specific German nursery rhyme or song.

It’s also important to prepare the materials in advance. So if you’re asking students to fill pitchers with water, make sure there are pitchers ready.

The group who finishes all the missions first gets a pretty prize of your own choosing. However, I’ve got a feeling that the fun in this one is a robust reward all by itself.

5. Songs.

Why use songs in the primary classroom?

Songs tend to be repetitive and have a strong rhythm. They are easily learnt by primary children and quickly become favourites because of their familiarity.

They are fun and motivating for children. They allow language to be reinforced in a natural context, both with structures and vocabulary.

Children enjoy singing along and it can really improve motivation. Singing can also improve the pronunciation and intonation patterns of the learners, especially younger children. At primary level, vocabulary teaching tends to concentrate on single word items, and songs allow learners to learn 'chunks' or meaningful phrases of language rather than single words, as well as to learn about how sounds connect and run together. For example, children can become aware of using contractions and weak forms. Traditional songs are particularly useful for developing pronunciation and acclimatising young learners to the sounds of the language.

Songs can be exploited in many ways.

The cloze or gap fill

This is the most familiar and popular activity, and for that reason is probably overused. However, there are many important things to bear in mind when using them, and there are many different ways to use them.

- Have a point, be it vocabulary or prepositions or whatever.
- Don't cloze 3 or more in a row.
- For lower levels: give the first letter, miss out word endings, give dashes for letters, or give a glossary.
- Give vocabulary clues or synonyms for the missing words.
- Get students to work in pairs to predict words before you play the tape.
- Insert extra words which students then cross out as they listen.
- Change the words, as in "Careful Shouts" or "Countless Whiskies."

- Cloze unstressed, then stressed words in the same song, and have students discuss why one is easier than the other.
- Cloze several words in a row and Ss have to guess not only form (adj., adv., n., vb, prep.) but words, rhythm and rhyme.

Mixed-up activities

Generally, have the lines of the song on separate strips of paper.

- Students put down strips as they hear them.
- Mixed-up lines/verses.
- Students try to organize in advance (use prompts).

Dictation

- Wall dictation
- Self-dictation (whole song blanked)
- Part Dictation

Translation

- Class chooses a song from their own language.
- Groups translate.
- Check with other groups.
- Combine the best. Then work on rhyme and rhythm.

Jigsaw-listening

- Groups listen to different songs with the same (Luka/Behind the Wall) or different themes (Easy Street/Money for Nothing) and peer teach vocabulary, compare.

Composing

Listen to the song.

- Students add verses of their own. Good songs for this are, "Imagine" & "Man Gave Names To All The Animals" by Bob Dylan.

- Students finish the line in each verse, then listen to check.

- In groups, students then write their own verse.

- **Writing**

Put random words from the song on the board. Students try and write the "tale of the song."

- Students paraphrase the song

- Cut the song in half. Students predict the other half.

Pronunciation

- He's got the whole world... /h/ sound

- Do I speak double Dutch to a real double duchess... /d/ sound

- **Vocabulary**

- Miming verbs

- Dictionary work

- Matching

Listening

- Give Ss word list. Ss number as they hear them.

- Sound discrimination, e.g. tempted/tended

Posters

Arrange lyrics and pictures, or just lyrics, or translate.

6. Power point.

In today's complex world, children's futures are determined by their ability to master the basics of reading, science, math and computers. Yet costs, class sizes and other issues often prevent children access to quality online learning that can support and reinforce these essential skills.

Students are learning to create PowerPoint (or the Apple equivalent, Keynote presentations) in early elementary school. Here are some simple PowerPoint themes to help you and your students get started!

PowerPoints are a 'slide show' on a computer. Each slide is like a page in a book. Students can write their 'story', add pictures, sound effects, and videos.

Initially, have the student create a 'paper' draft of his/her first PowerPoint Presentation (PPT) to plan what the presentation will look like. Depending the student's age or abilities, the student can write an outline for each slide or write the full text for each slide.

Class Project

The classroom teacher should walk the class through step-by-step instructions on how to create PPT slides and if desired, how to add features. Consider creating a class PPT presentation; divide the students into groups and have each group create a slide or several slides that will be combined for the class presentation. For younger students, the class PPT could be an alphabet book. Each slide would be a letter in the alphabet, with a picture that is associated with the letter. Add a fun sound clip too! Example: The 'A' slide could have a picture of an airplane, the word 'airplane' (or sentence about an airplane) and a sound clip of an airplane flying. Students can draw the picture or find a picture on-line. The teacher can demonstrate creating the first slide or two, then the student groups can create the rest of the slide deck.

Another class project could be to create a PPT about their class. This PPT could include a slide for each student and staff (take digital pictures of the class/staff), the classes' schedule, class rules, etc. This PPT can be shown to parents during Open House and each student can keep a copy of the PPT.

PPT Themes

All About Me

If the students are learning to write, for homework, ask the parents to help the student answer these questions:

- Slide 1: Name
- Slide 2: My family
- Slide 3: My pet(s)
- Slide 4: I like to _____.
- Slide 5: I like to eat _____.
- Slide 6: I like the color _____.
- Slide 7: My favorite thing about school is _____.

Students can bring in pictures, send in digital pictures or draw pictures. For students who are working on writing/story skills, the classroom teacher may determine how many slides are required and/or the minimum length of text per slide.

Favorite Pet (Day as your pet)

- Slide 1: Title, author, illustrator
- Slide 2: Main characters (intro your pet)
- Slide 3: Setting

- Slide 4: Favorite activity #1
- Slide 5: Favorite activity #2
- Slide 6: Favorite activity #3
- Slide 7: “My favorite part”

School Day

- Slide 1: Title, author, illustrator
- Slide 2: Main characters (teachers, classmates)
- Slide 3: Setting (Mrs. B’s classroom)
- Slide 4: Favorite activity #1
- Slide 5: Favorite activity #2
- Slide 6: Favorite activity #3
- Slide 7: Ending
- Slide 8: “My favorite part”

Book Report

- Slide 1: Title, author, illustrator
- Slide 2: Main characters
- Slide 3: Setting
- Slide 4: Important event #1
- Slide 5: Important event #2
- Slide 6: Important event #3
- Slide 7: “My favorite part”