

# ERASMUS



1-5 LUGLIO 2024 - OVIEDO

**CONTENT AND LANGUAGE INTEGRATED  
LEARNING (CLIL) FOR EARLY AGES**

PRESENTATO DA  
DANIELA BURONZO  
GISELLA BOMPAROLA





COSA VUOL DIRE FARE ERASMUS ?

COME SI LAVORA IN CLIL ?

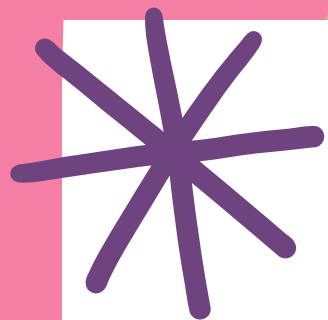


COME SARA' LA FORMATRICE ?

RIUSCIRO' A COMPRENDERE CON IL MIO LIVELLO BASE DI INGLESE ?







# IL TEAM



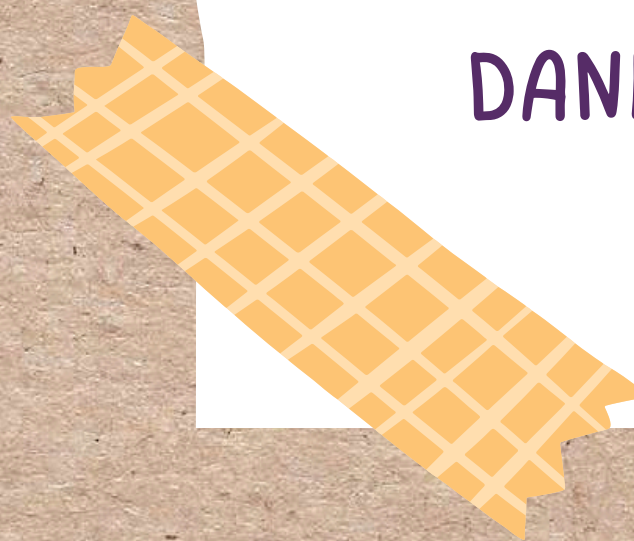
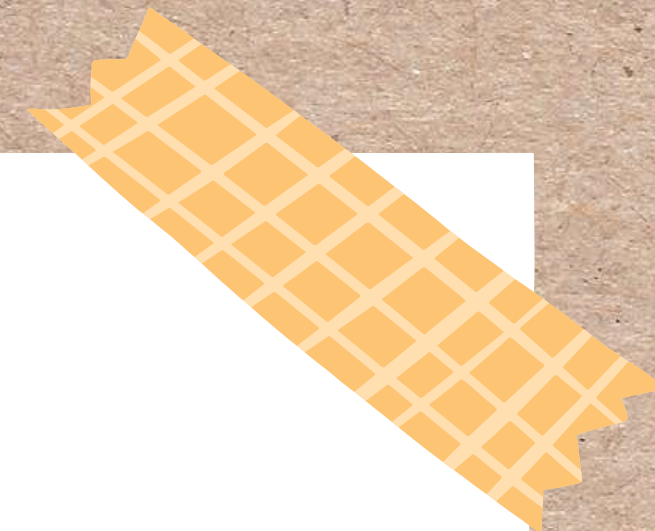
DANIELA BURONZO



ELISABETH LEOSSON  
la nostra TUTOR



GISELLA BOMPAROLA







# LA NOSTRA PREPARAZIONE

**PRESENTAZIONE PROGRAMMA**

**DOCUMENTI DA PRESENTARE**

**DOCUMENTAZIONE SU DRIVE**

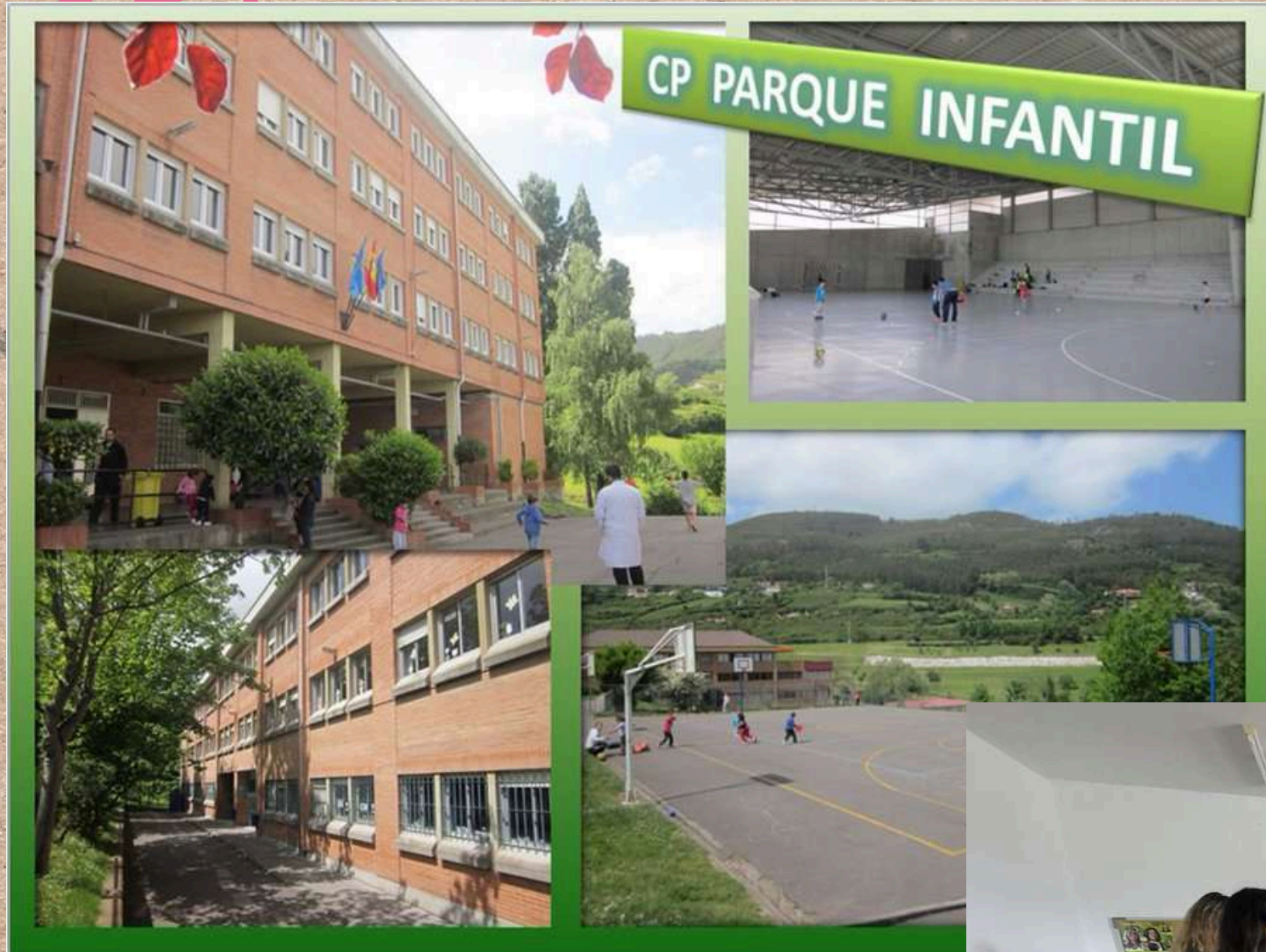
**DIARIO DI BORDO**

**FEEDBACK**





# LA SCUOLA DI OVIEDO





# LA SCUOLA DI OVIEDO





# IL TEAM ERASMUS



**SILVANA E ANGELA**





# PRESENTAZIONE PERSONALE ATTIVITA' – DIVISIO IN 5 WORK TABLES



## COSA VUOL DIRE LAVORARE IN CLIL

TRUE	FALSE
To teach content through CLIL lots of visual and linguistic support is needed.	We need to use both the mother tongue and the second language in class to make concepts clear in CLIL
The four CLIL principles are content, communication, culture and cognition.	The main skills are reading and writing. Speaking and listening come later.
	Teaching through CLIL should be teacher centred.
	In a CLIL Science lesson, the priority is the content. The language comes later.





# INIZIAMO A CONOSCERCI GIOCO DEL BINGO

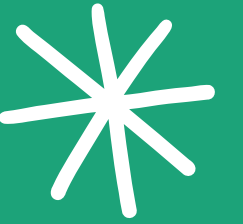


@la\_teacher\_cris

## Classroom BINGO

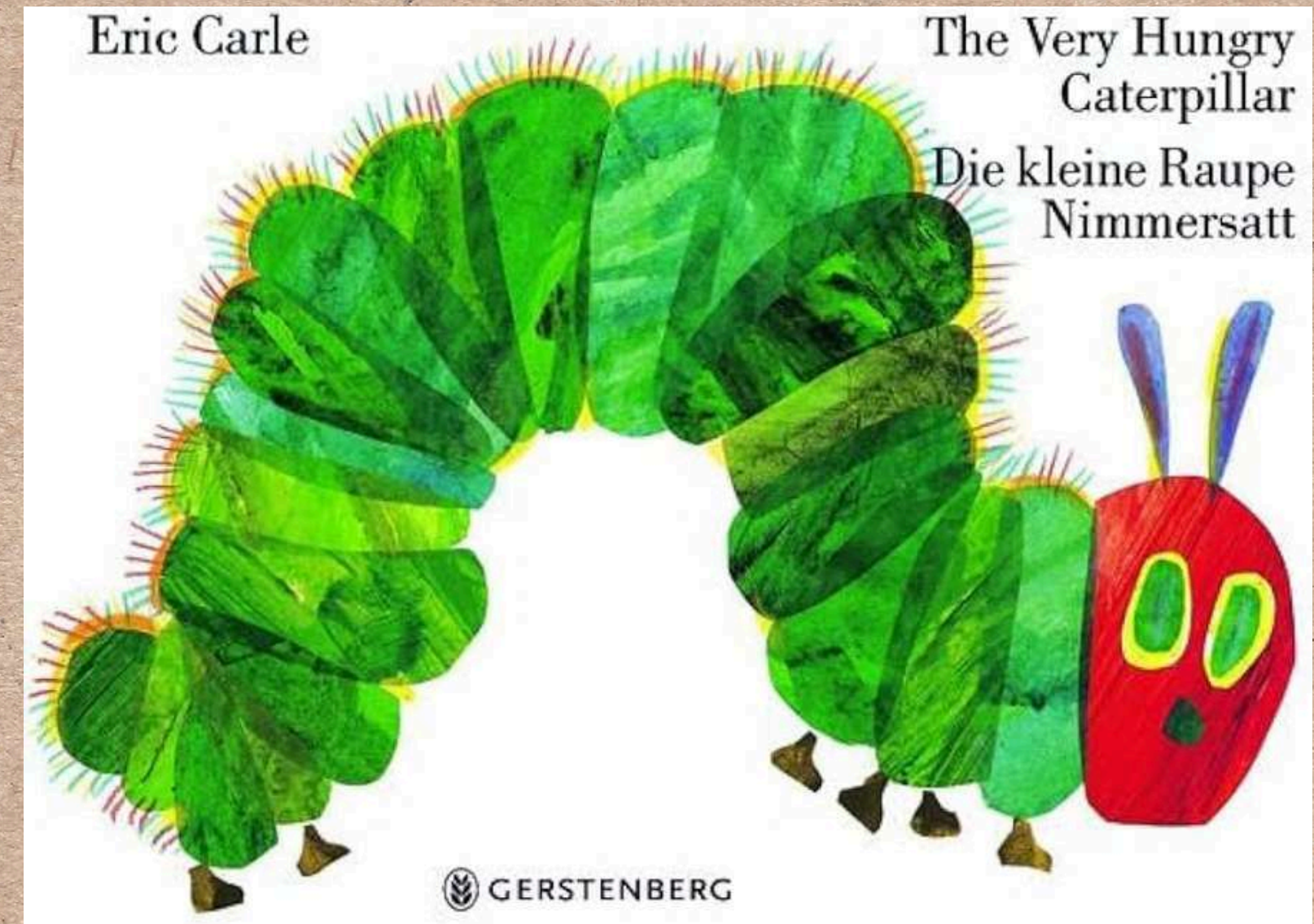
Find someone in the class who say YES

<p>•Have you got a pet?</p>	<p>•Have you got a brother?</p>	<p>Have you got a sister?</p>	<p>Is red your favourite colour?•</p>
<p>Can you play an instrument?</p>	<p>Can you swim?</p>	<p>Do you walk to school?</p>	<p>Can you play tennis?</p>
<p>Are you an English teacher?•</p>	<p>Are you left handed?</p>	<p>Do you like Japanese food?</p>	<p>Do you like reading?</p>
<p>Do you go to the beach in summer?••</p>	<p>Do you like to travel?•</p>	<p>Do you like going to the cinema?</p>	<p>Do you celebrate your birthday in summer?••</p>





# CLIL E STORYTELLING



**THE VERY HUNGRY CATERPILLAR**



# CLIL



TECNOLOGIA



SCIENZE



MATEMATICA



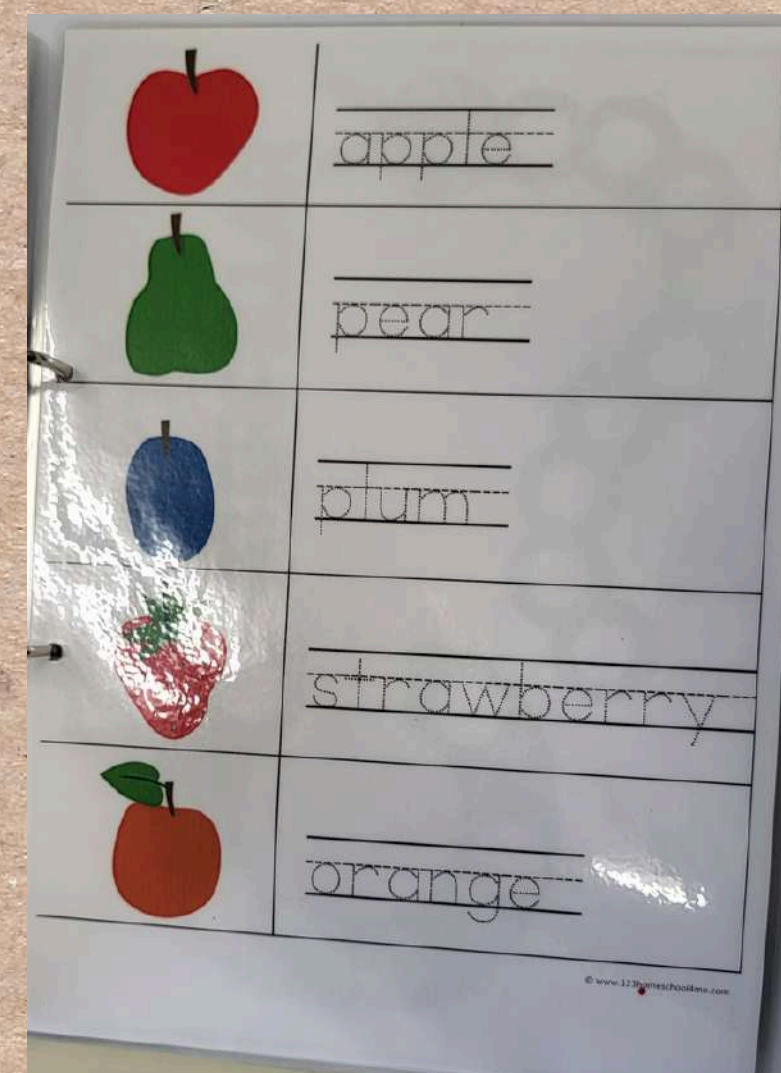
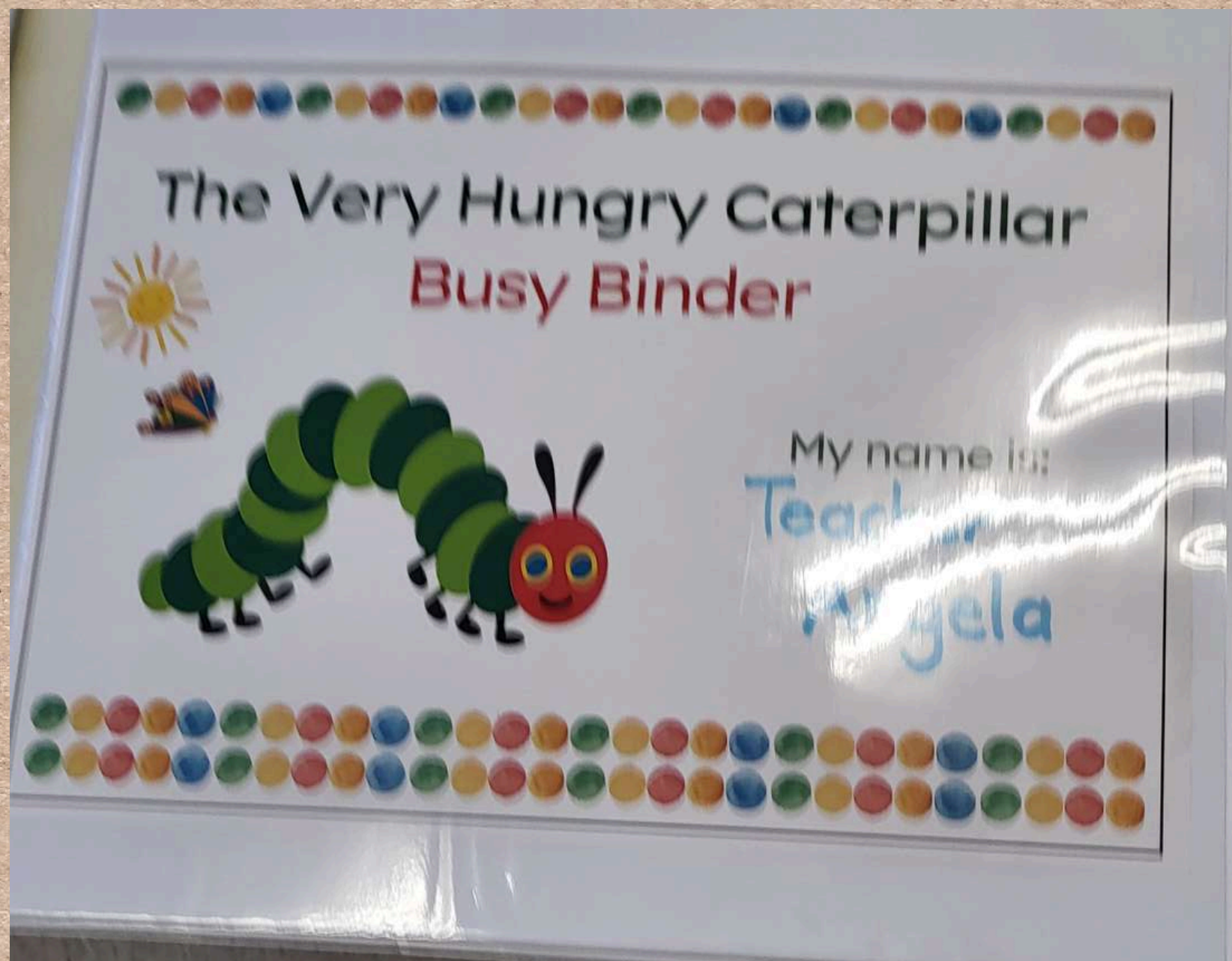
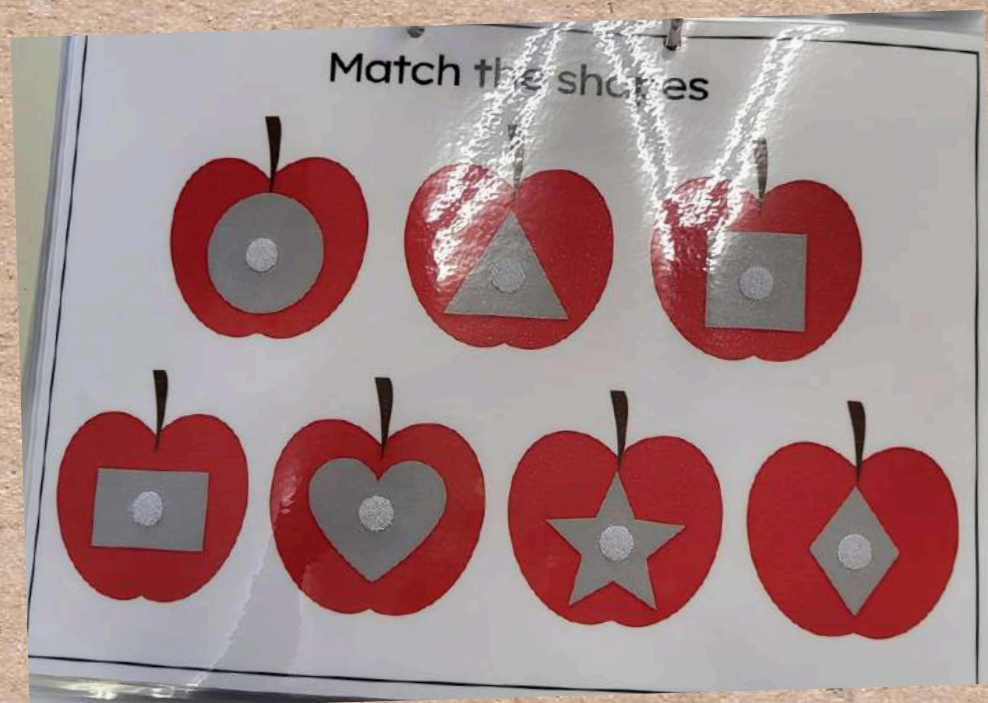
ITALIANO

**AQCQUISIZIONE DI CONTENUTI DISCIPLINARI  
IN LINGUA INGLESE**

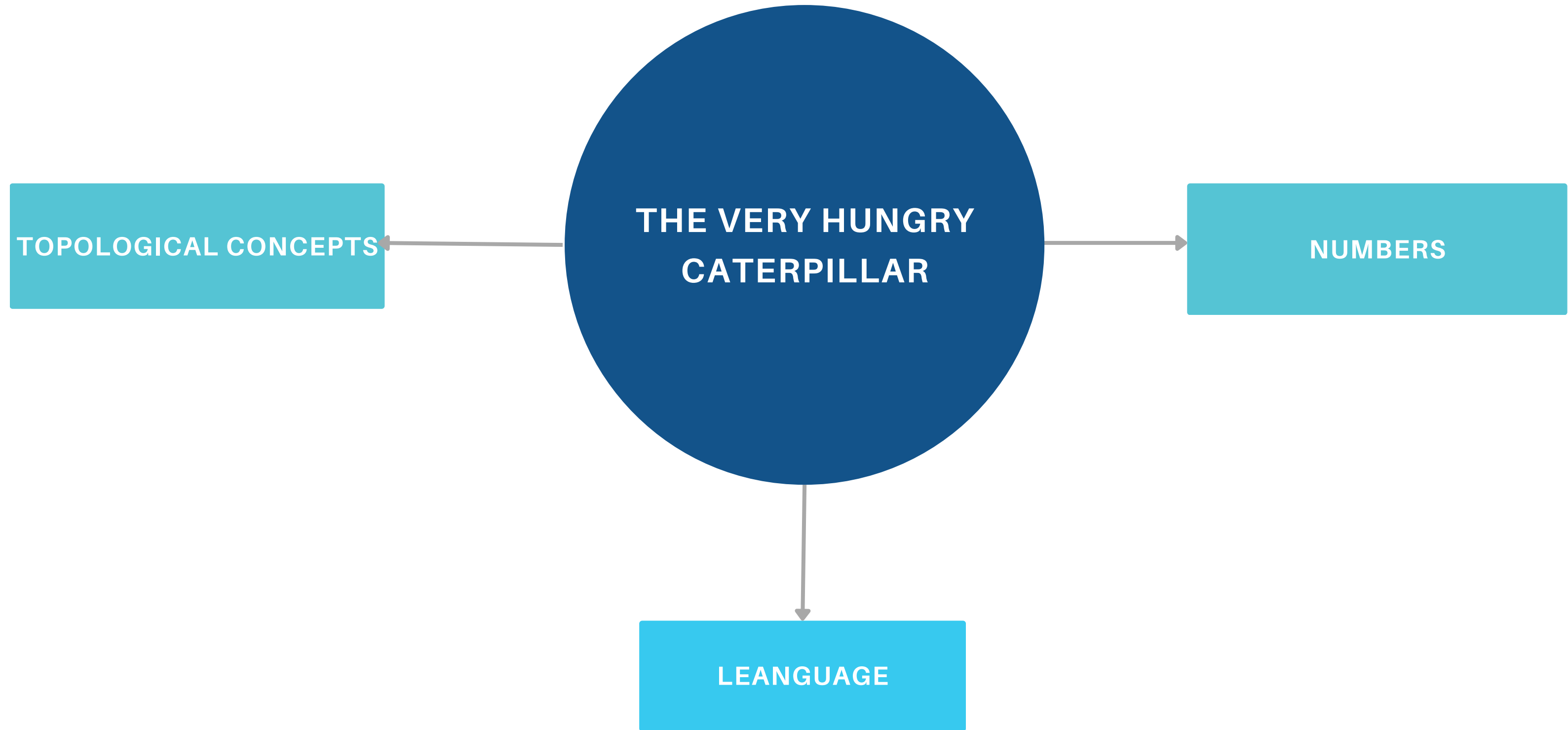


# TAVOLO 1

## ATTIVITA' LOGICO MATEMATICA E LINGUA



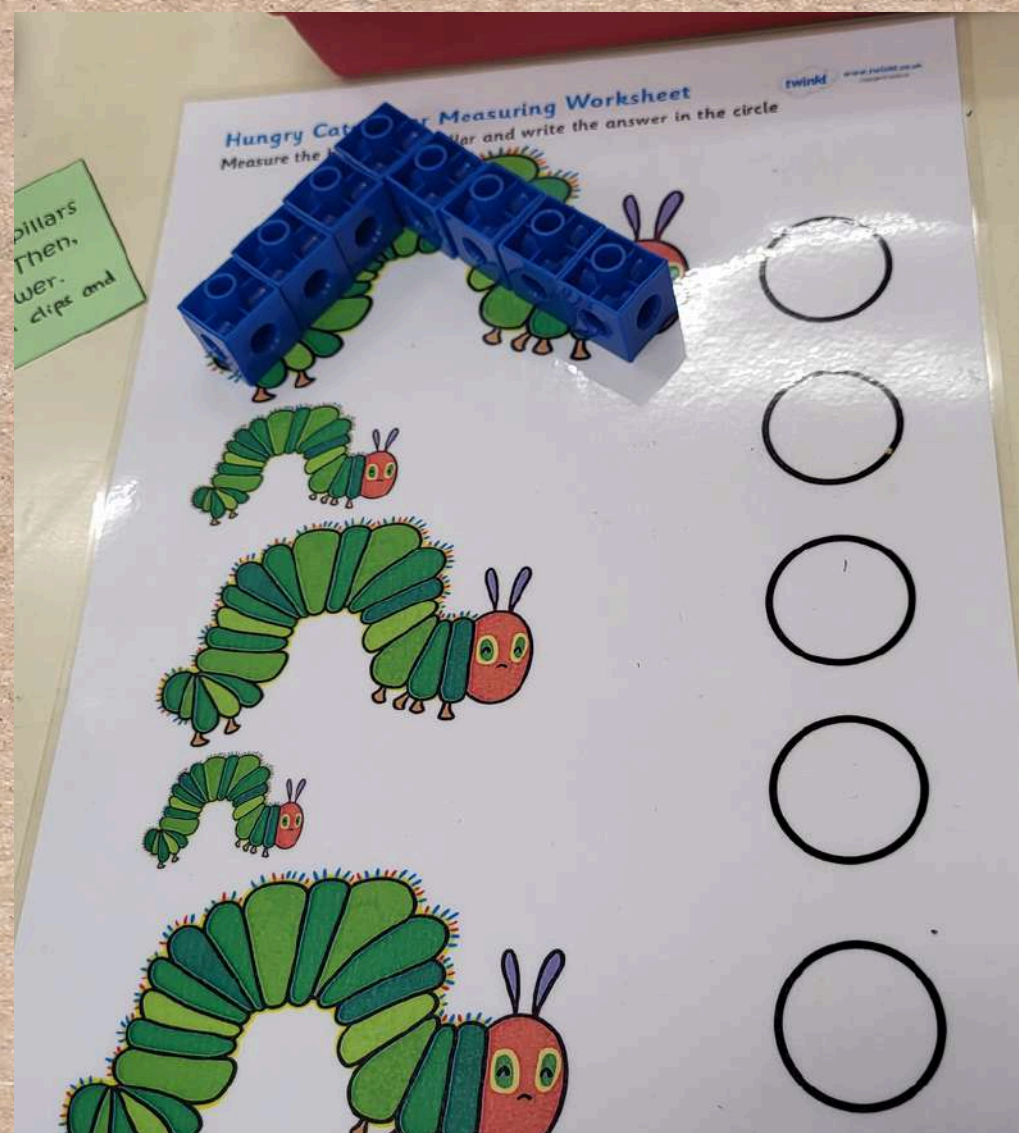
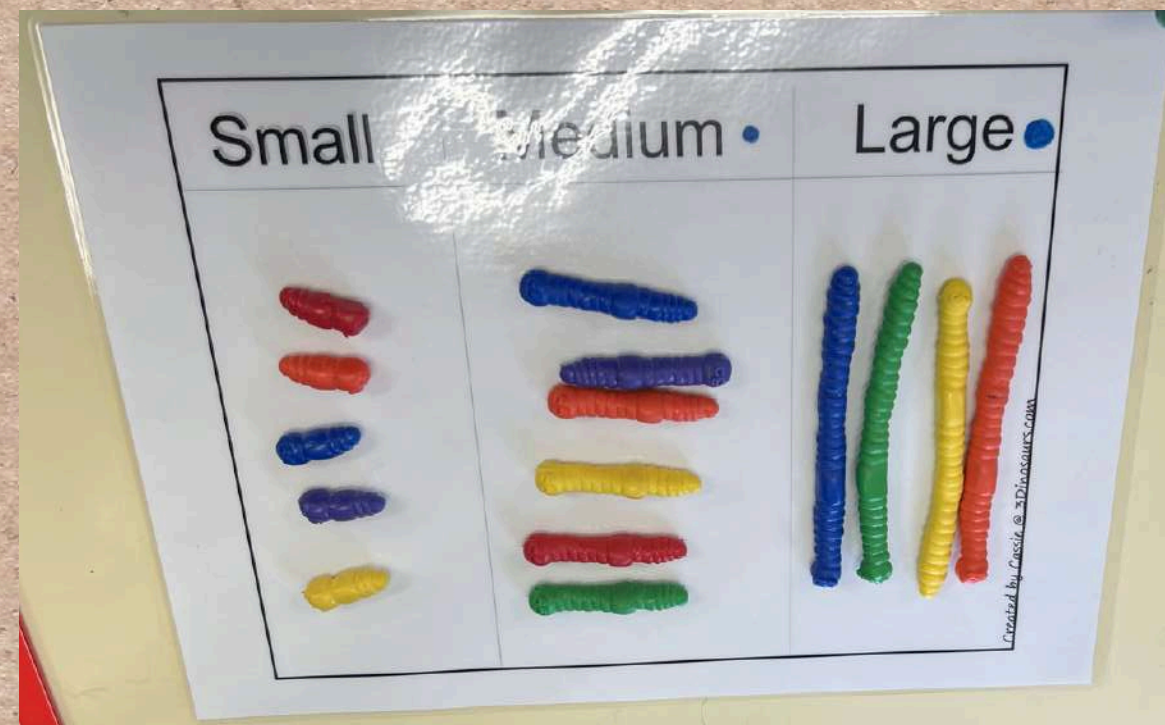




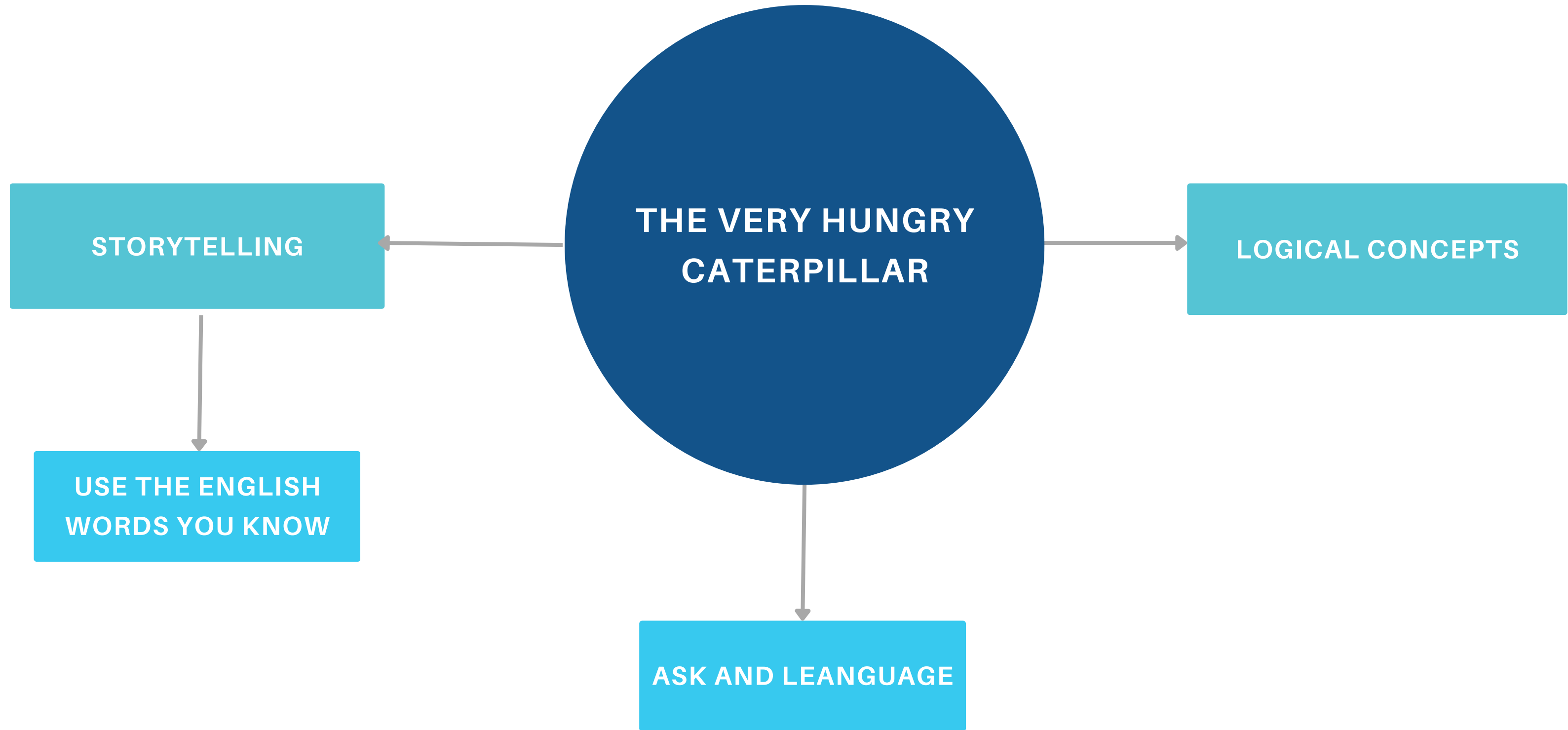


# TAVOLO 2

## ATTIVITA' LOGICO MATEMATICA E MANIPOLAZIONE







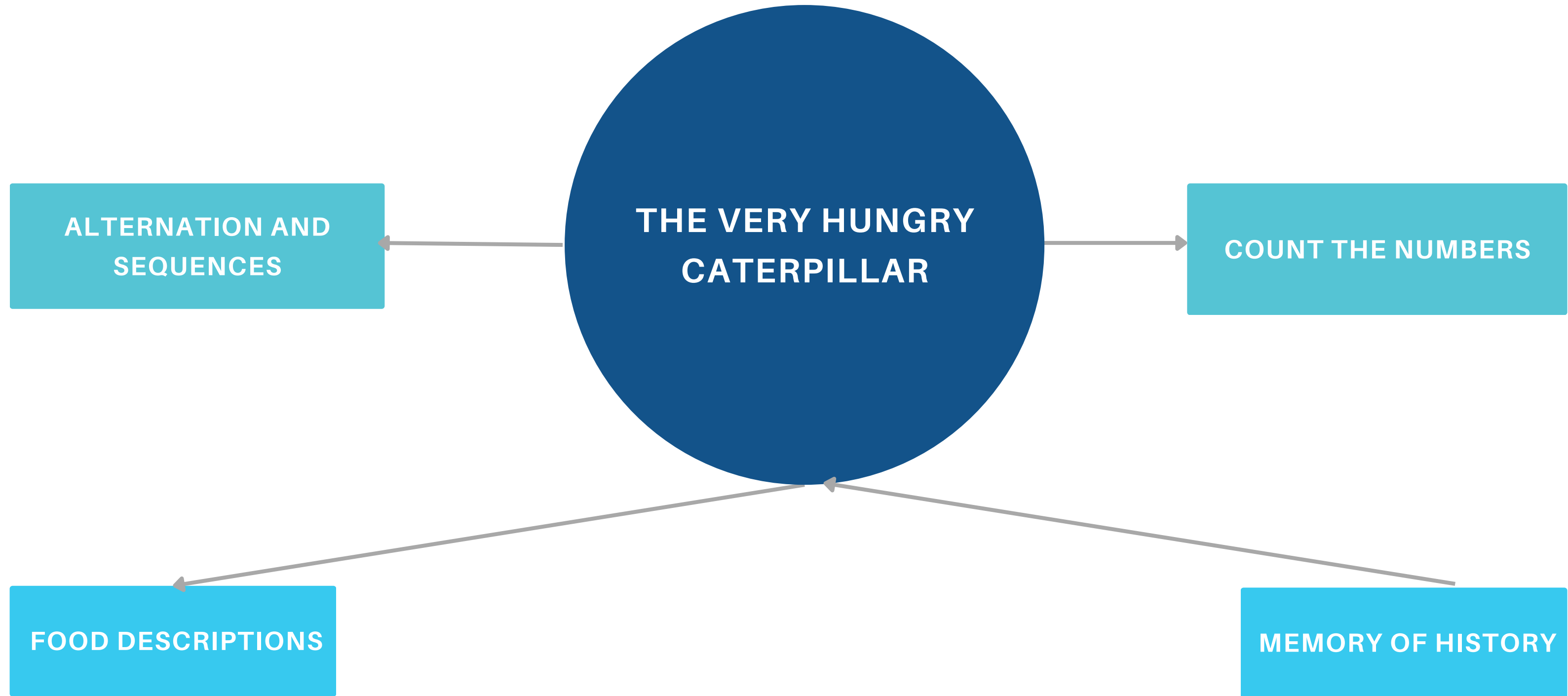


# TAVOLO 3



**CONTARE QUANTI SONO I CIBI CHE  
IL BRUCO PUO' MANGIARE**





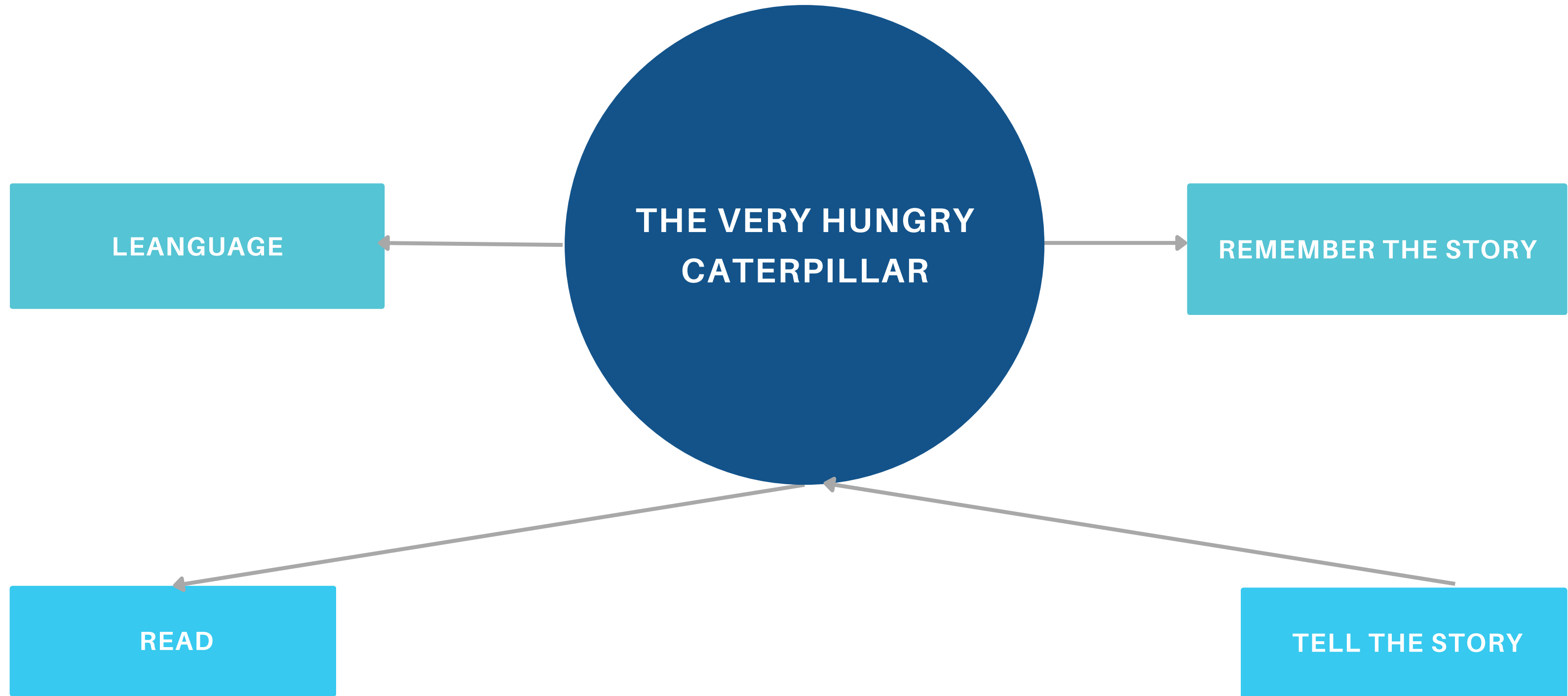


# TAVOLO 4



**FRUTTA DOLCE O ASPRA**  
**DIFFERENZE DI COLORI**  
**FRUTTA CON SEMI O SENZA**  
**CIBI SANI, CIBI NON SANI E/O ENTRAMBI**

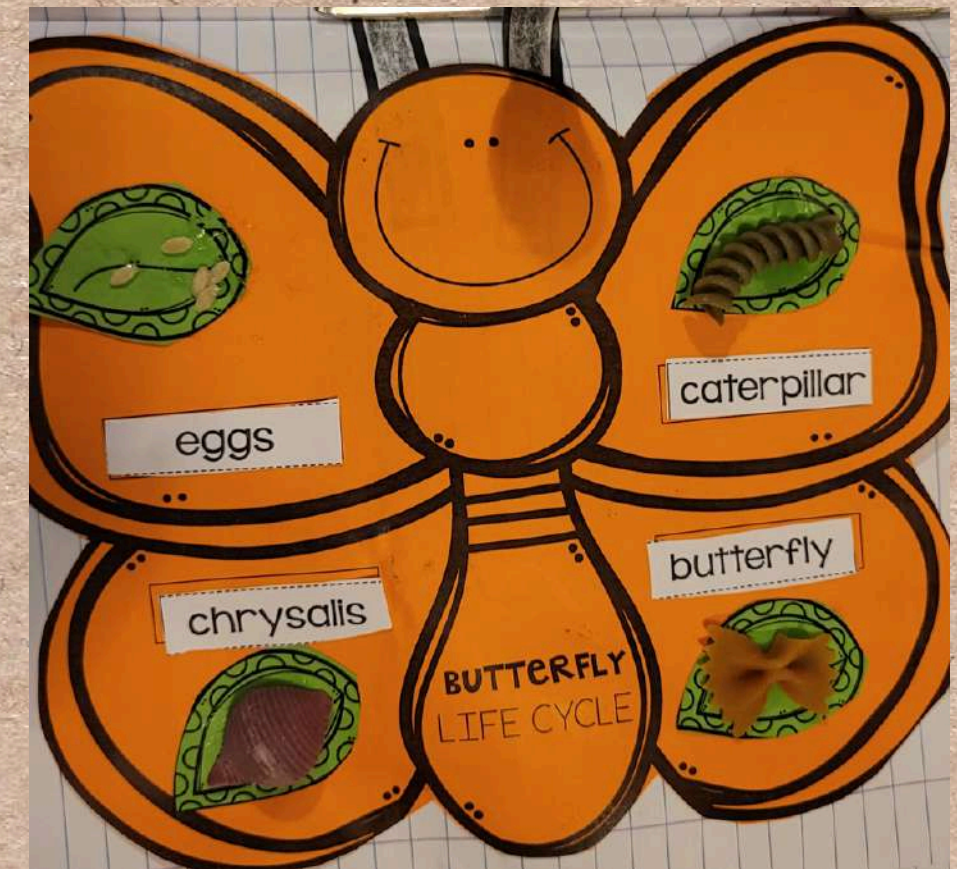
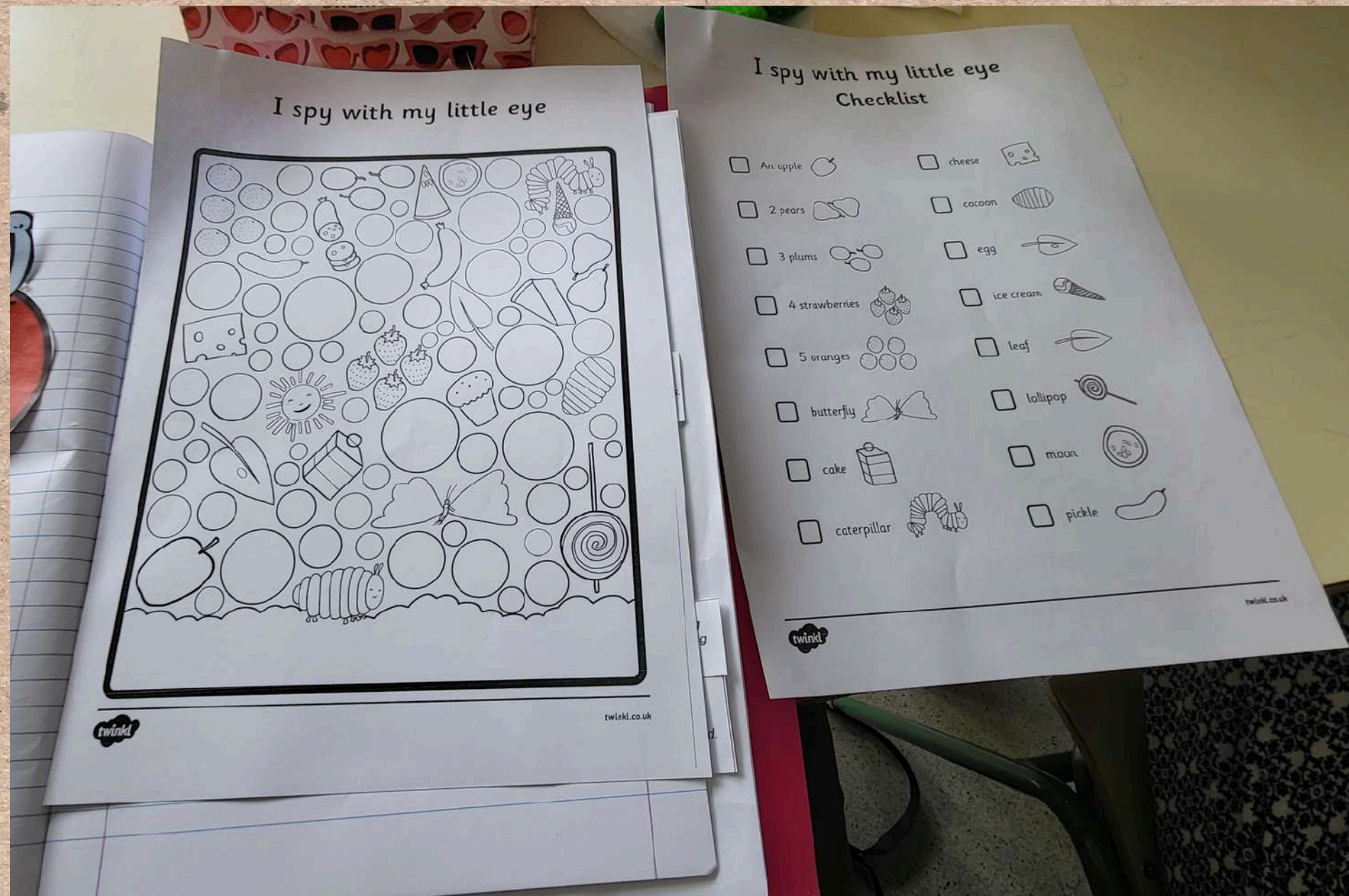






# TAVOLO 5

# SCIENZE

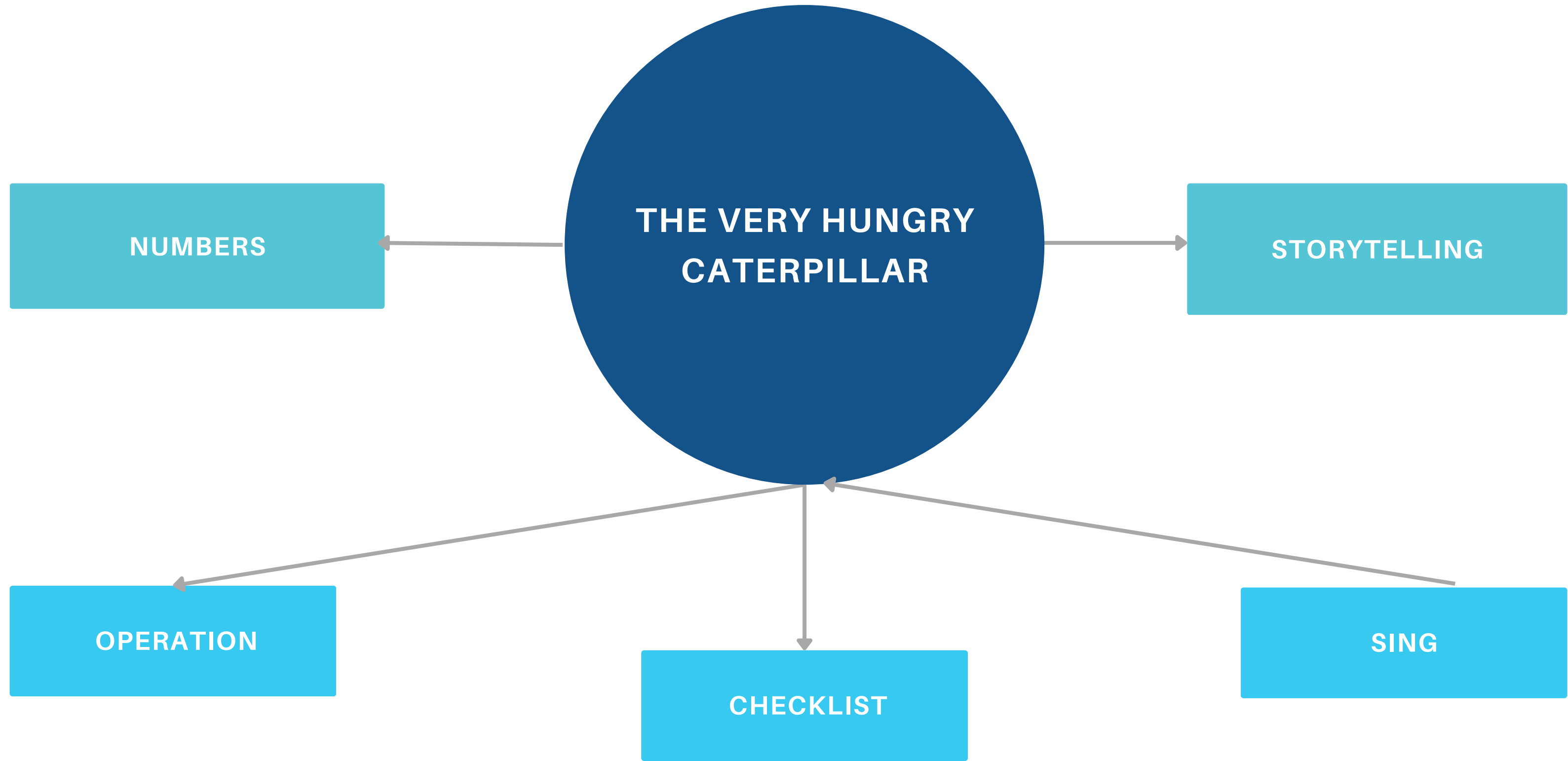


## METAMORFOSI DELLA FARFALLA



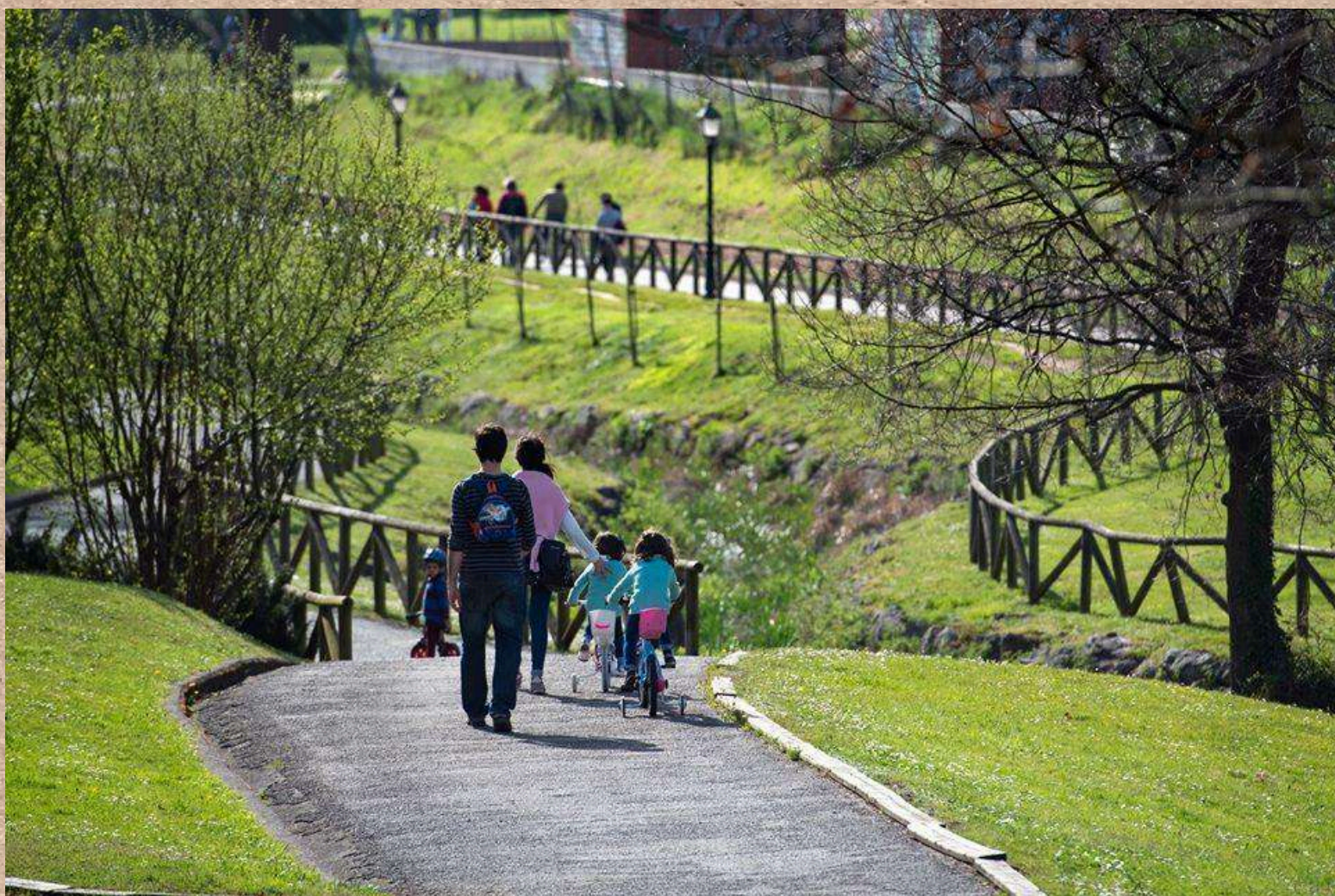
## CHE CIBI MANGIA IL BRUCO?





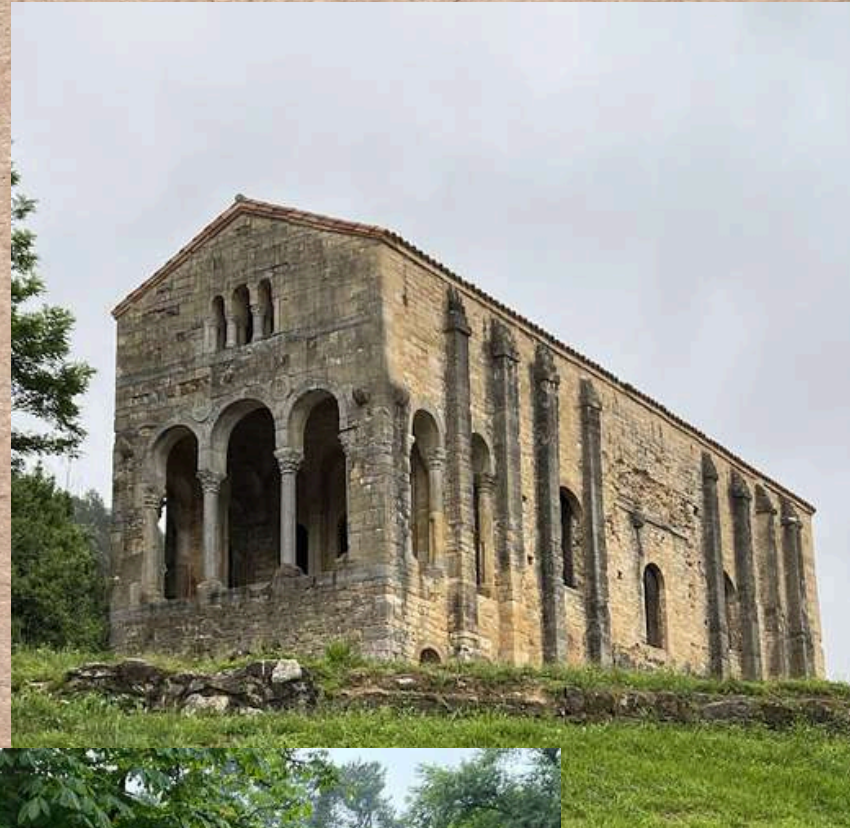


# GIORNATA OUTDOOR





# SAN MIGUEL DE LILLO MONTE NARANCO







## PISTA FINLANDESA

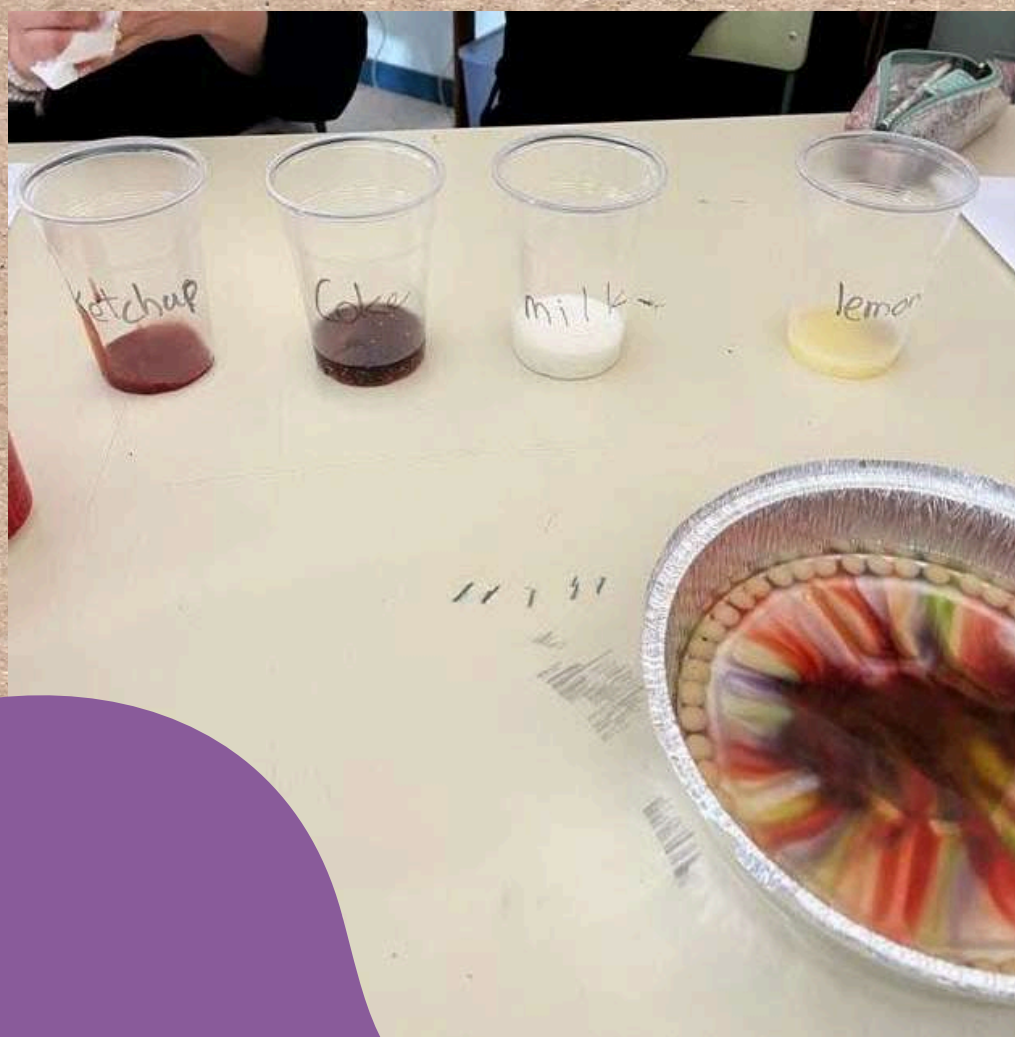
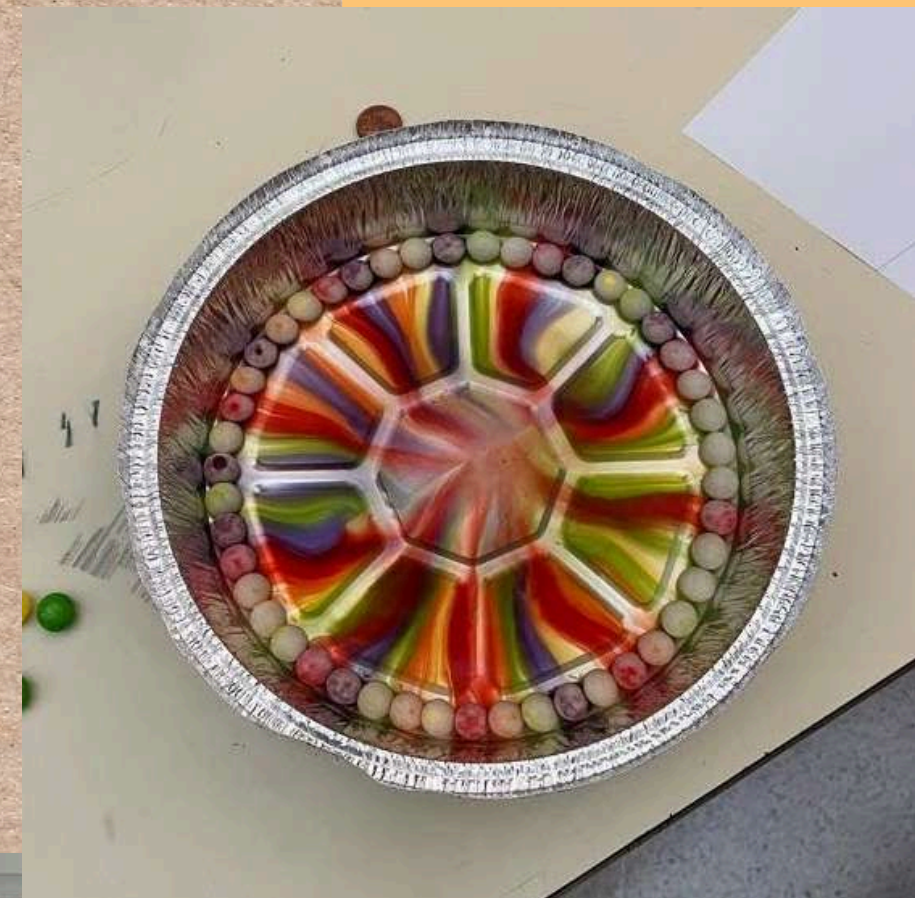
RIORDINARE LE IMMAGINI A SECONDA  
DEL PERCORSO EFFETTUATO





# STEM

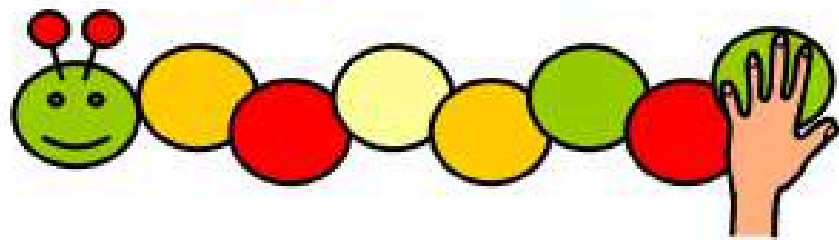
ESPERIMENTI  
SCIENTIFICI





# LANGUAGE AND PLAY

## Build a Bigger Caterpillar Game



**You will need:** 1 Game Board (A3), a set of caterpillar heads and circles for each player, Coloured counters, Dice or Spinner

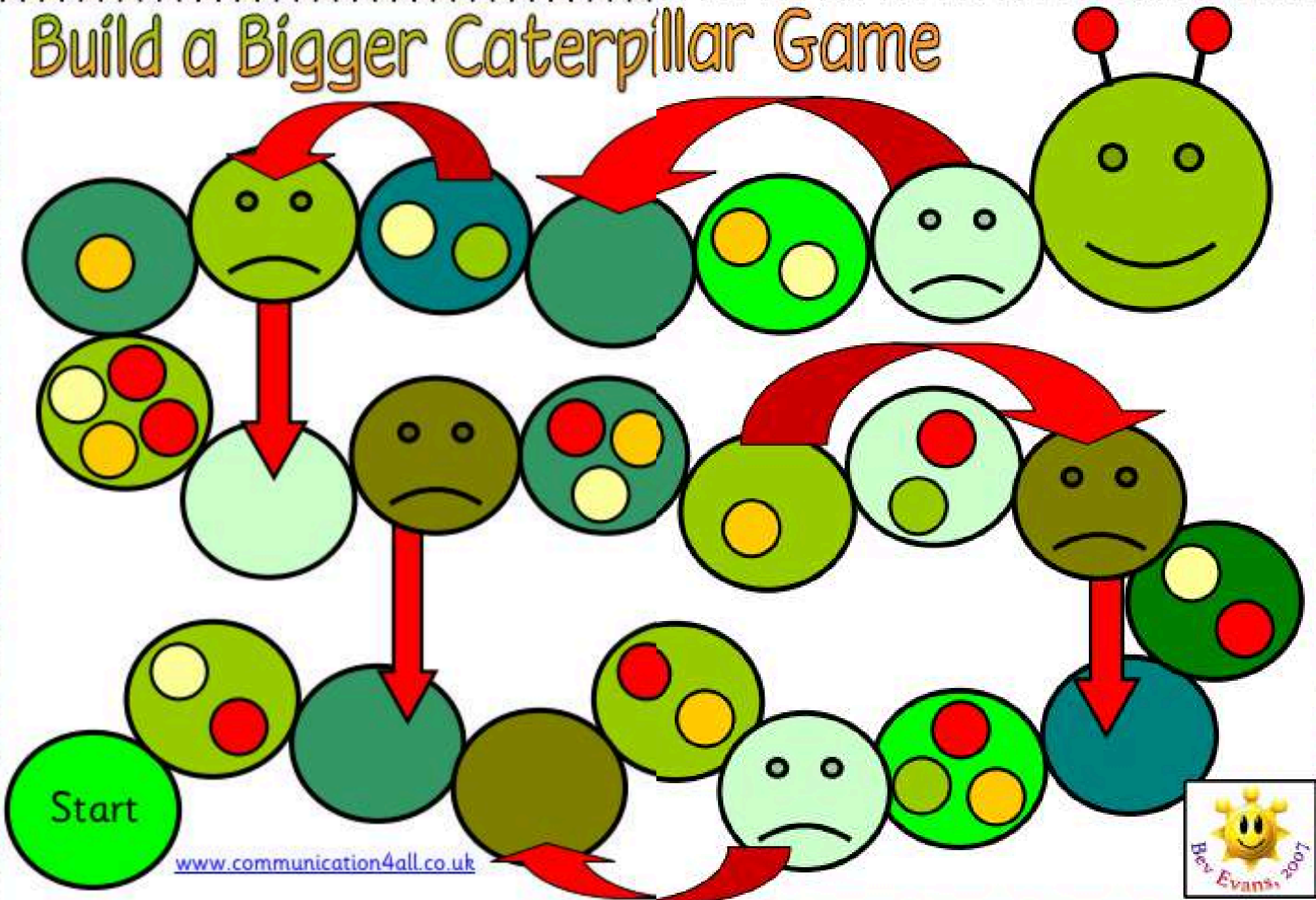
**Instructions:** This game is totally visual. All the caterpillar circles should be in a pot. Every player starts with a caterpillar head and adds the correct number of circles every time they land on a space with dots. Colours do not need to match the spots on the caterpillar; just the amount. Watch out for the dangers (a bit like snakes and ladders)! Winner is the player with the longest caterpillar (most circles) when all players have finished the game.



[www.communication4all.co.uk](http://www.communication4all.co.uk)



## Build a Bigger Caterpillar Game



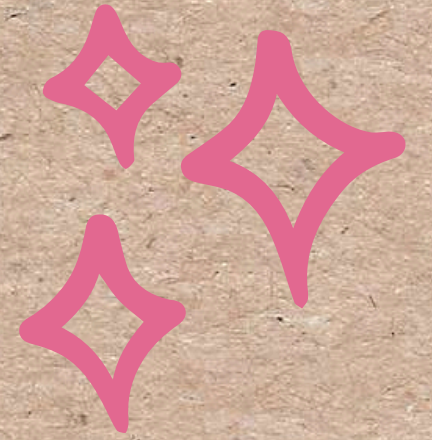
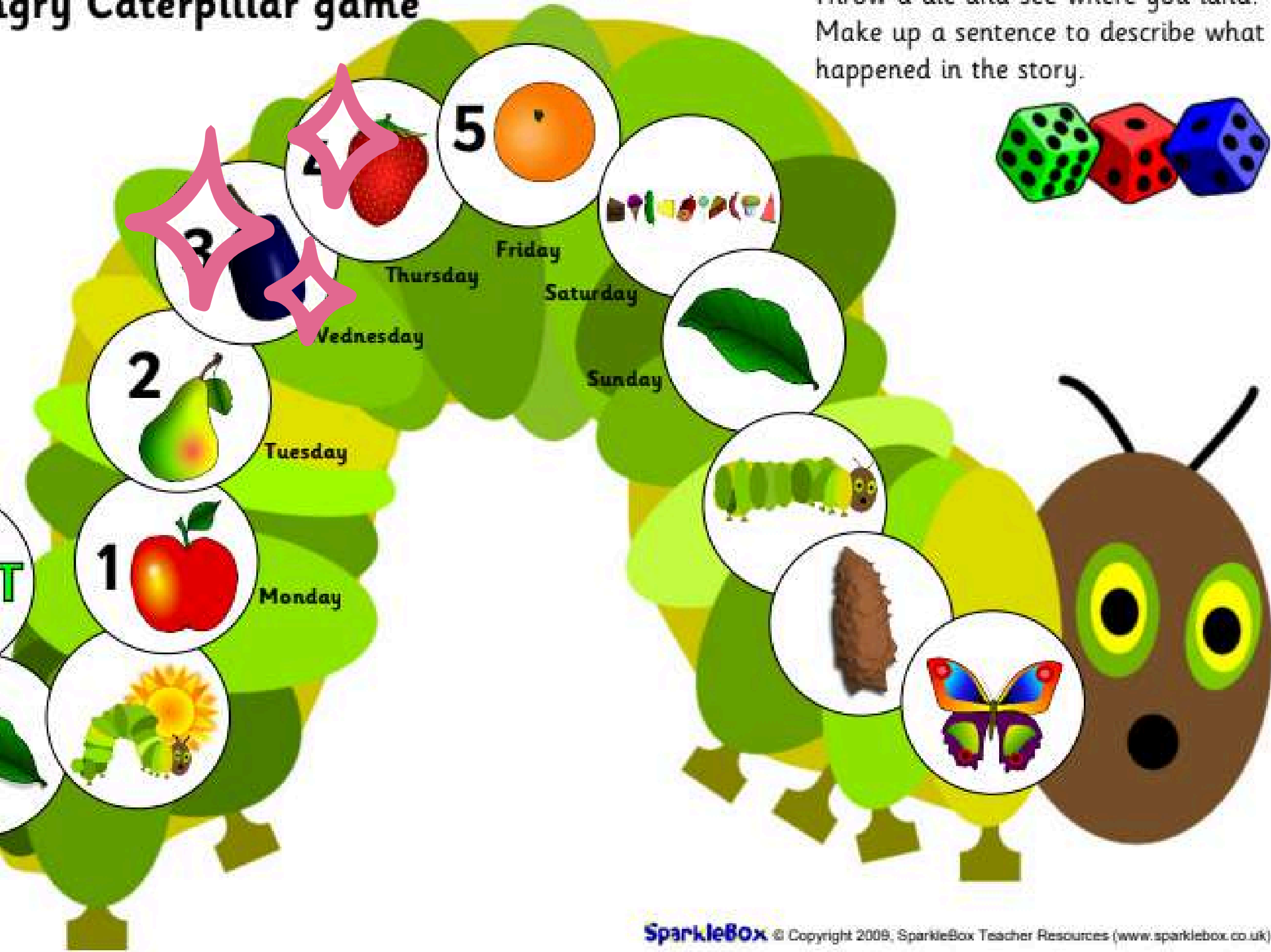
[www.communication4all.co.uk](http://www.communication4all.co.uk)



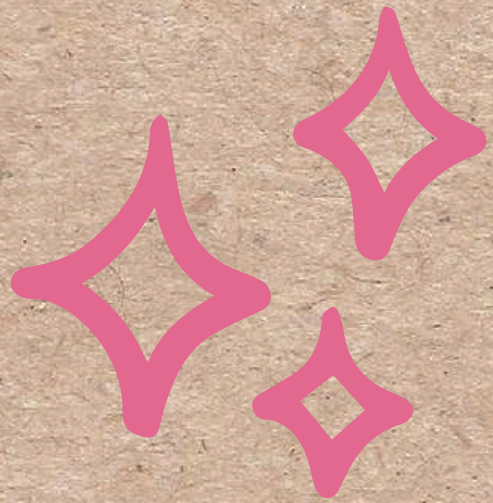


# Hungry Caterpillar game


Throw a die and see where you land.  
Make up a sentence to describe what  
happened in the story.







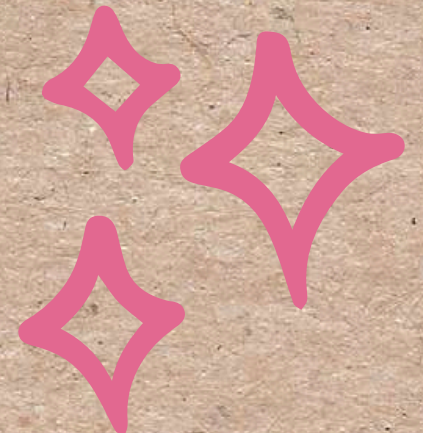
MAKE YOUR CATERPILLAR WITH THE DAYS OF THE WEEK




SUNDAY MONDAY TUESDAY

WEDNESDAY THURSDAY FRIDAY SATURDAY

Two horizontal dashed lines for writing.



DAYS OF THE WEEK








MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY

YESTERDAY TODAY TOMORROW


Vertical caterpillar with seven segments. Each segment has a face and a corresponding day of the week in an oval: MONDAY, FRIDAY, WEDNESDAY, SUNDAY, TUESDAY, SATURDAY.

@TEACHERINMITA

FOOD DOMINO

	SALAMI		WATERMELON
	PICKLE		ICE CREAM
	LEAF		ORANGE

@TEACHERINMITA



FOOD DOMINO

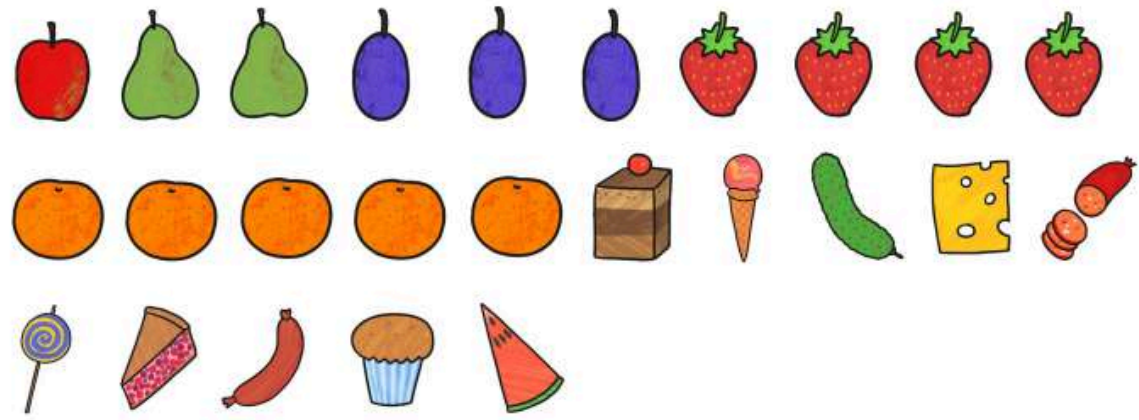


	SAUSAGE		PIE
	APPLE		CUPCAKE
	PEAR		CHEESE
	PLUM		LOLLIPOP
	STRAWBERRY		CAKE

@TEACHERINMITA



# The Very Hungry Caterpillar Graph Activity



Monday    Tuesday    Wednesday    Thursday    Friday    Saturday


# The Very Hungry Caterpillar Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
Saturday										





# I VALORI

EMPATIA

LAVORO DI SQUADRA

CREATIVITÀ

ORGANIZZAZIONE

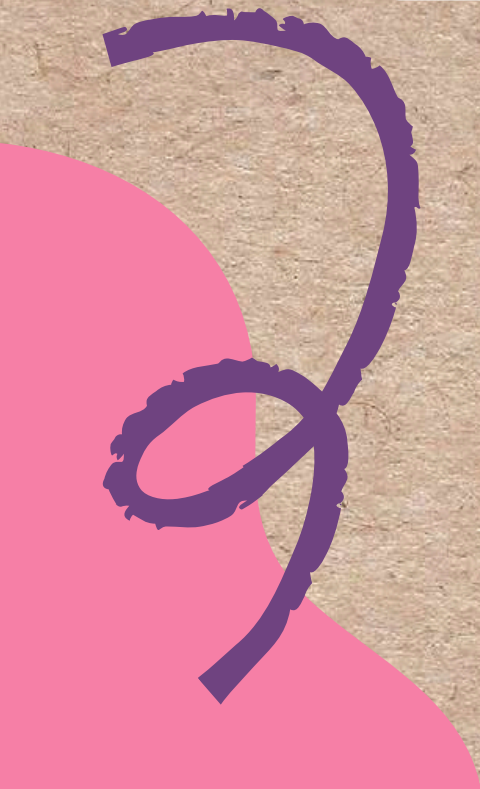
UGUAGLIANZA

COMUNITÀ

IMMAGINAZIONE

SOLIDARIETÀ

IMPEGNO







... E FILALMENTE IL DIPLOMA!!!









SAN FRANCISCO PARK







LA REGENTA



MUNICIPIO







LA BELLA LOLA

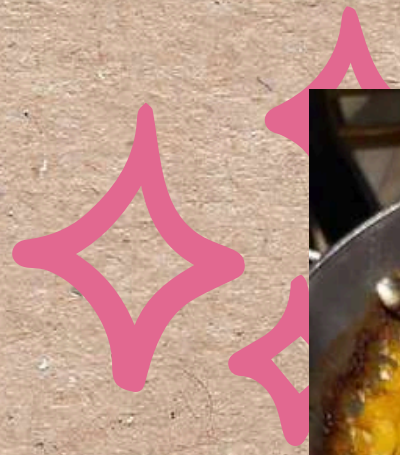






CATEDRAL DEL SAN SALVADOR





CHORIZOS





# CONCLUSIONI

- coinvolgimento attivo,
- comunicazione,
- cultura,
- integrazione multidisciplinare (integrazione con le diverse materie)



- ambiente sicuro ed arricchente (scelta di materiali e ambienti reali)
- apprendimento attivo (l'insegnante deve essere un facilitatore per la comprensione), collaborazione tra pari



SCAFFOLDING (costruire nuove conoscenze su abilità esistenti e interessi dell'alunno)  
cooperazione (coinvolgimento colleghi nell'attività CLIL)





# CONCLUSIONI

- comunicazione e comprensione attraverso la gestualità e il supporto di materiali diversi
- comunicazione in un contesto reale



- eventuale difficoltà nel coinvolgimento dei colleghi
- difficoltà ed importanza nell'avere uno spazio dedicato all'attività CLIL







**GRAZIE**

A TUTTI COLORO CHE HANNO  
RESO POSSIBILE QUESTO  
PROGETTO