Handbook for Bilingual Education

English-enriched teaching and learning Grades 1–2

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Preface

The need for a handbook guiding language-enriched teaching and learning first arose when the first English language-enriched classes started in 2016–2017 in Helsinki. The first version of this handbook covering grades 1–6, published in 2019, was created by a group of language and class teachers, guided by specialists in bilingual education Peeter Mehistö and Tuula Asikainen. Based on the need of the teachers, we have now expanded the handbook with a large scale of teaching materials and activities. We are now happy to publish this expanded edition of the handbook for English-enriched teaching and learning covering grades 1–2. This handbook has been created for English language-enriched teaching, but it can also be adapted to other target languages.

The project group of this handbook consisted of class and language teachers experienced in teaching in a language-enriched programme. The handbook aims to be very concrete and offer an easy access for teachers in language-enriched and bilingual programmes. It comes about as a result of experience, discussions, negotiations, literature and materials from CLIL EDU training sessions, with the main sources listed at the end of the handbook. In particular, the project team highly recommends Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education (Mehistö, Marsh and Frigols, 2008) for deepening the knowledge of CLIL pedagogy and principles.

We would like to warmly thank Peeter Mehistö and Tuula Asikainen for their guidance, feedback, support and help in setting expectations high to ensure a high-quality result for the handbook project in 2017–2019.

We are very thankful for the financial support that we received from the Finnish National Agency of Education for the development projects Helsinki oppii kielillä 3 and 4, through which the making of this handbook was funded.

Above all, we would like to thank the members of the project group for their hard work, engagement and enthusiasm in the making of this handbook. It has been a great pleasure to work with you, Jenni, Aapo, Hansu, Janne, Riikka and Riikkis.

Helsinki, June 2022
Tiia Huotari and Satu Koistinen
Development Services
City of Helsinki - Education Division

Contents

Attachments include the writing and speaking frames, worksheets and flashcards needed for class activities and those can be found as attachments of the pdf-version and on the website *https://kielet.hel.fi/*.

Topics

The English-enriched programme in Helsinki

The English language-enriched programme aims to support students to develop:

- age- and grade-appropriate fluency in listening to, speaking, reading and writing in English
- age- and grade-appropriate fluency in listening to, speaking, reading and writing in Finnish
- grade-appropriate levels of academic achievement in content subjects such as mathematics, science or history taught in English
- an appreciation of their own culture and other cultures, and an interest in intercultural communication.

At the same time, the language-enriched programme aims to build student confidence in learning skills and using English for learning. This means that the language-enriched programme is additive in nature, seeking to add value to the national curriculum. All the themes and learning outcomes for this handbook arise from the Finnish National Core Curriculum, and students in the language-enriched programme will learn as much curriculum content as those in the regular programme.

Teachers working in this programme use English in the classroom to the best of their current language knowledge and skills, whilst taking into account the pupils' existing knowledge of and skills in using English. To ensure high-quality delivery of the programme, classroom and language teachers (and where applicable, subject teachers) co-operate to support both content and language learning. The class teacher is responsible for taking the lead in building an English-enriched learning environment in their class, and co-operating with subject and language teachers in order to further co-construct a language-enriched learning environment with colleagues and pupils that extends beyond one classroom.

The amount of use of English in the language-enriched programme in Helsinki is 10–25%. Pupils in the English-enriched programme learn a minimum of 10% of their content subjects in English (this percentage does not include English language lessons). Teachers of an English-enriched programme also use English in their everyday language.

Bilingual education programmes in Helsinki

According to the National Curriculum, there are different bilingual education programmes:

- Immersion
- Large-scale bilingual education
- Language-enriched education
- Language tasting.

These programmes vary according to how often and how much the target language is used in the teaching. All the programmes aim to motivate and increase the pupil's interest in language(s). These programmes are illustrated in the picture below.
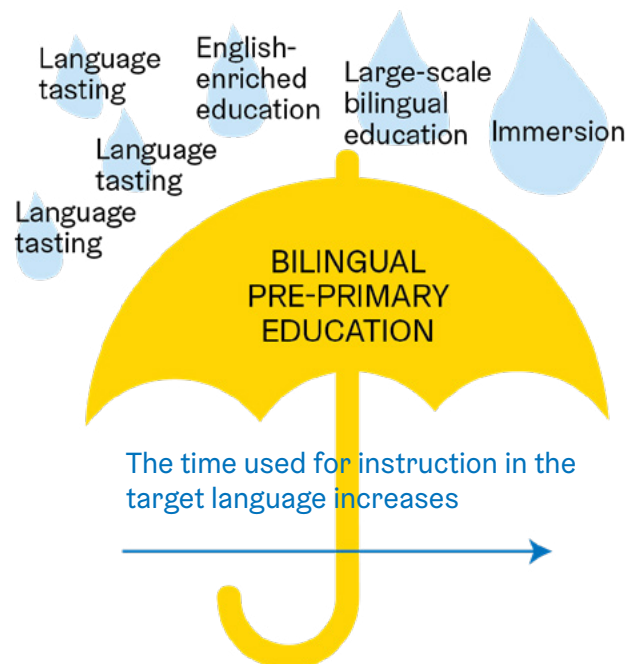
Bilingual Education

Bilingual programme	Time used for instruction in the target language during the school day	When?
Immersion	100% of the day. One target language.	During all routines and all lessons (except Finnish) every day.
Large-scale bilingual education	< 25% of the day. One target language.	Minimum four lessons per week + classroom routines.
English-enriched education (also known as small-scale bilingual education)	> 25% of the day. One target language.	Maximum four lessons per week + classroom routines.
Language tasting	Short sessions given in the target language a few times a year. One or more target languages.	The teacher(s) decide when.

Example timetables for different bilingual programmes

Time used for the instruction in the target language (CLIL) marked in **red**.

1. Immersion

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8.30–9.15	CLIL Mathematics group A	CLIL Crafts group B	Finnish group B	Finnish group A	CLIL Mathematics group A
9.15–10.00	CLIL Morning circle Finnish	CLIL Morning circle Finnish	CLIL Morning circle Mathematics	CLIL Morning circle Arts	CLIL Morning circle Finnish
10.30–12.15	CLIL Lunch Science	CLIL Lunch Finnish	CLIL Lunch PE	CLIL Lunch Crafts	CLIL Lunch A1 languages
12.45–13.30	CLIL Mathematics group B	CLIL Crafts group A	CLIL Music	CLIL Mathematics group B	CLIL Religion/ Ethics

In immersion programs, **100%** of the lessons are implemented in the target language. The target language in total immersion is one of the Finnish national languages (Finnish, Swedish and Sámi). The programme begins in pre-primary education and lasts until the end of basic education. The teacher of the pre-primary group uses only the target language with pupils.

2. Large-scale bilingual education

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8.30–9.15	Mathematics group A	Crafts group B	Finnish group B	Finnish group A	CLIL Mathematics group A
9.15–10.00	CLIL Morning circle Finnish	CLIL Morning circle Finnish	CLIL Morning circle Mathematics	CLIL Morning circle Arts	CLIL Morning circle Finnish
10.30–12.15	CLIL Lunch Science	CLIL Lunch Finnish	CLIL Lunch PE	CLIL Lunch Crafts	CLIL Lunch A1 languages
12.45–13.30	CLIL Mathematics group B	Crafts group A	CLIL Music	CLIL Mathematics group B	Religion/ Ethics

In large-scale bilingual education programmes, **25–50%** of the activities are implemented in the target language. The language of instruction (e.g. Finnish) and target language (e.g. English) form an entity where both languages are present on a daily basis.

3. English-enriched education (Small-scale bilingual education)

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30–9.15	Mathematics group A	Crafts group B	Finnish group B	Finnish group A	CLIL Mathematics group A
9.15–10.00	CLIL Morning circle Finnish	CLIL Morning circle Finnish	CLIL Morning circle Mathematics	CLIL Morning circle Arts	CLIL Morning circle Finnish
10.30–12.15	CLIL Lunch Science	CLIL Lunch Finnish	CLIL Lunch PE	CLIL Lunch Crafts	CLIL Lunch A1 languages
12.45–13.30	Mathematics group B	Crafts group A	CLIL Music	CLIL Mathematics group B	Religion/ Ethics

In language-enriched programmes, **10–25%** of the activities are implemented in the target language. The language of instruction (e.g. Finnish) and target language (e.g. English) form an entity where both of the languages are present on a daily basis.

4. Language tasting

With language tastings, the language of instruction is Finnish. The teacher can implement activities in various target languages. Language tastings are **short sessions** during the school year (for example in the second grade when the pupils are deciding their A2 languages).

Organising bilingual education

Bilingual programmes can be organised in various different ways. The size of the group, the number of teachers, who teaches the group and the learning environment are just a few things that can affect how the learning is organised. Most importantly, bilingual education must always be planned, structured and regularly organised according to the target language of the programme (see the Bilingual Education Programmes chapter). In addition, all the teachers teaching the group should be aware of the goals and working methods used in the bilingual programme and should be committed to using them.

Implementation of bilingual education

When implementing a bilingual programme, one should keep in mind that the goals, the content and most of the working methods are the same as in so-called monolingual education. It is also important to remember the fundamental principles of a child's language learning and development of language skills, which are the same in a bilingual context as they are in a monolingual one.

Language learning

The central elements of a child's linguistic development are:
· communication skills
· understanding and producing language
· linguistic memory
· vocabulary
· language awareness

To support communication skills, pupils need to experience being heard, and their verbal and non-verbal initiatives need to be responded to. Understanding and producing language are supported by modelling and using versatile language and verbalising action in the target language. Telling or inventing stories as well as humour, or playing with language, support the development of linguistic memory, vocabulary and language awareness.

In addition, language skills can be divided into the two main categories of passive and active language skills. Passive language skills refer to listening and reading, while active language skills relate to speaking and writing. It is also good to remember that passive language skills often develop before active ones.

Even though we have set out the aims of each topic in terms of keywords, phrases and outcomes in this handbook, in order to build a framework for learning, every pupil will take part in language learning at their own pace and according to their own skills. For example, some pupils may learn in a passive way for a long period and that is perfectly normal. Pupils are always encouraged to learn at their own pace and to experience the joy of learning.

The teacher of a bilingual group should encourage pupils to be active in order to facilitate effective learning. Teaching a new language requires repetition, reinforcement and patience; in primary school this can be emphasised in the English lessons. Language learning (learning new vocabulary) can be an important tool for building confidence and self-esteem.

It is very important to understand that pupils can absorb and learn multiple languages at the same time and that a multilingual learning environment supports every child's linguistic skills and language awareness. A child does not have to have excellent skills in Finnish in order to take part in bilingual education and benefit from it. A child's overall language skills develop despite and improve because of the usage of multiple languages. Skills in different languages do not develop at the same pace and thus cannot be compared to each other.

CLIL pedagogy

Pedagogical principles in bilingual education

In bilingual education, languages are a tool for learning as well as an object of learning, and its fundamental aim is to strengthen the child's curiosity and interest in languages and cultures.

When the language of instruction changes, many of the working methods have to change as well. The teacher has to use a lot of **scaffolding** (e.g. pictures) when teaching new content in the target language and needs to make sure that pupils understand the content, even when they do not fully understand the language. In order to succeed in this, one is supposed to follow **CLIL pedagogy** practices.

In bilingual contexts, it is always acceptable for pupils to use Finnish and/or their mother tongue. However, the teacher should encourage pupils to use English by eliciting a reaction or an answer. A reaction can also be non-verbal. One-word answers in English are also very acceptable; the teacher can elicit longer answers depending on the group at hand.

In bilingual programmes, one of the main goals for the teacher is to create a learning environment where pupils feel secure even when they are facing situations where they do not fully understand what the teacher is saying. You could say that the pupils are working as detectives, trying to find clues (scaffolding) to solve the case (the new content). This process takes time and both the teacher and the pupils have to be patient during the learning situations.

A common element for all bilingual programmes is following Content and Language Integrated Learning pedagogy (CLIL), which refers to educational situations where the curricular content or parts of the content are taught in a foreign language. The essence of CLIL is integration and its dual focus: a foreign language is used for teaching and learning both content and language (Mehistö, Marsh and Frigols, 2008).

The main idea is that the child is an active processor and user of the target language. When learning new content through a foreign language, rather than just concentrating on the new content itself, learners also pay attention to the language and achieve new knowledge both in the content and in the language. To emphasise this, the learning outcomes are divided into **content outcomes** and **language outcomes**. In addition to a focus on content and language, the development of **learning skills** is the third fundamental element of CLIL.
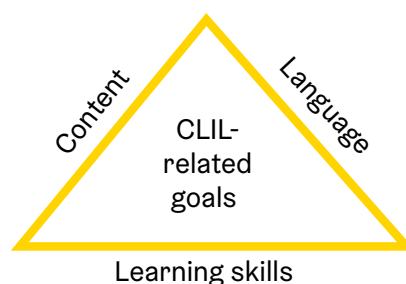
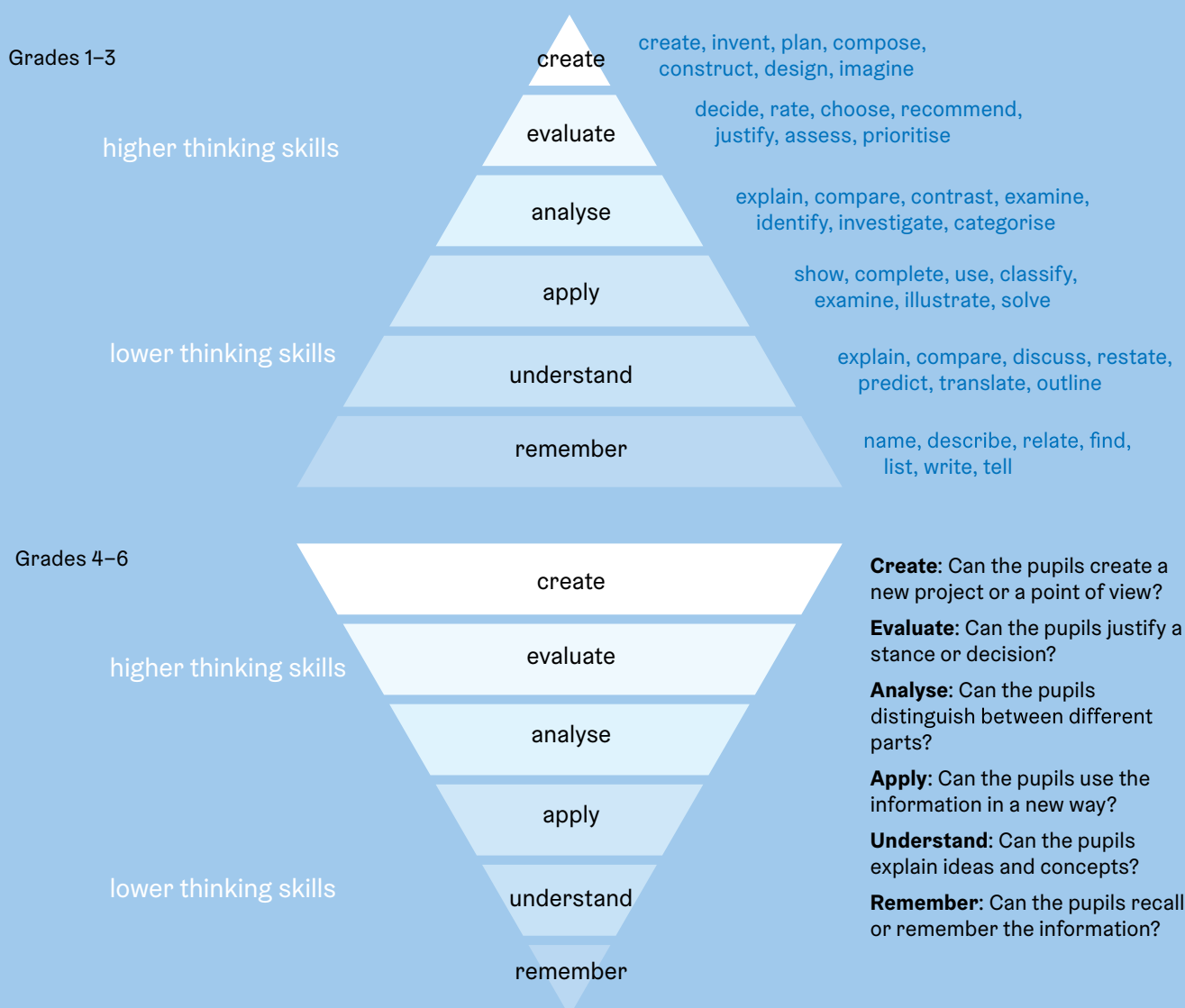The language emerging in CLIL contexts can be divided into three different categories:

- **Language of learning**: vocabulary and grammatical structures learners need in order to access the content
- **Language for learning**: the language required for classroom talk, pair/group work, and collaborative and cooperative activities
- **Language through learning**: language that emerges through learning.

Bloom's taxonomy

As in all teaching processes, there is a need to develop learners' thinking skills and CLIL is no exception to this. "The more powerful the thinking is, the greater the learning is," as Mehistö, Marsh and Frigols formulate it. Therefore, in this handbook we have chosen working methods that aim to provide opportunities for pupils to use the language and acquire language skills functionally and through play, as well to develop their thinking skills. The development of thinking skills is based on a model of Bloom's taxonomy, as presented below.

Grades 1–3

higher thinking skills

lower thinking skills

create — create, invent, plan, compose, construct, design, imagine

evaluate — decide, rate, choose, recommend, justify, assess, prioritise

analyse — explain, compare, contrast, examine, identify, investigate, categorise

apply — show, complete, use, classify, examine, illustrate, solve

understand — explain, compare, discuss, restate, predict, translate, outline

remember — name, describe, relate, find, list, write, tell

Grades 4–6

higher thinking skills

lower thinking skills

create

evaluate

analyse

apply

understand

remember

Create: Can the pupils create a new project or a point of view?

Evaluate: Can the pupils justify a stance or decision?

Analyse: Can the pupils distinguish between different parts?

Apply: Can the pupils use the information in a new way?

Understand: Can the pupils explain ideas and concepts?

Remember: Can the pupils recall or remember the information?

Core features of CLIL

It is also important to understand that CLIL cannot be separated from standard good pedagogical practices. The content and working methods are the same when it comes to bilingual education. The CLIL approach seeks to add value; its core features are the following:

Multiple focus

- Learning content according to the national curriculum
- Enhancing of target language skills
- Developing learning and thinking skills

Safe and enriching learning environment

- Using routine activities and discourse
- Displaying language and content throughout the learning environment
- Building learner confidence to experiment with language and content
- Guiding access to authentic learning materials
- Increasing learner language awareness

Authenticity

- Maximising the accommodation of learner interests
- Making a regular connection between learning and the learners' lives
- Connecting with other speakers of the target language

Active learning

- Learners communicating more than the teacher

Scaffolding

- Building on a learner's existing knowledge, skills, attitudes, interests and experience
- Repacking information in user-friendly ways
- Responding to different learning styles
- Fostering creative and critical thinking

Co-operation

- Planning lessons/themes in co-operation with other teachers
- Involving parents in learning

(Mehistö, Marsh and Frigols, 2008: 29–30)

Scaffolding – support for learning

Scaffolding is a term that was originally used to refer to teacher-talk that supports pupils to carry out activities and helps them solve problems. Scaffolding includes simplifying tasks by breaking them down into smaller steps, keeping pupils focused on completing the task by reminding them of what the goal is, and demonstrating other ways to do the tasks. Scaffolding provides models of vocabulary, sentence construction and language structures.

When learning new content in the target language in bilingual early education, scaffolding should always include visual aids (e.g. pictures). The teacher should model and demonstrate the new language (e.g. with facial expressions, gestures) and repeat new vocabulary with the pupils. New vocabulary can be included in daily routines (e.g. the morning circle, lunch) to increase the pupil's opportunities to use and learn the new language.

Simultaneously translating things that are said in English to Finnish is not a form of scaffolding. The teacher should use the target language systematically during the lessons. If pupils have difficulties understanding the new content through the target language, the teacher should use scaffolding methods to help them understand. The teacher can change the language from English to Finnish in situations where a pupil feels insecure or scared.

Although scaffolding is recognised as temporary support, which is gradually taken away so that learners can eventually work without it, teachers should use a lot of it. The pupils will only use the scaffolding they need.

How to provide scaffolding

- Create interest by activating prior knowledge
- Break tasks into smaller chunks/steps
- Provide support
  - Input scaffolding: The support pupils need to understand new content taught in the target language.
  - Output scaffolding: The support pupils need to produce language about new content in the target language.

What is scaffolding?

- Visual aids
  - Flashcards of new vocabulary
  - Flashcards of keywords
  - Drawings
- Facial expressions
- Gestures
- Concrete objects
- Modelling the language
- Repetition

Introduction to the handbook

This handbook is written to serve as guidance for teachers teaching in a bilingual language-enriched programme. We emphasise that in bilingual education the needs of different learners are many and varied, and the handbook provides ideas and support. Also, this handbook is a work in progress and the themes, intended learning outcomes, related words, phrases and activities proposed will be revisited regularly in order to assess whether the handbook needs to be adjusted to better support teaching and learning in a bilingual context.

Why do we need this handbook?

The handbook has the following goals:

- It aims to standardise language-enriched teaching in City of Helsinki schools.
- It clarifies the planning process of language-enriched teaching for the teachers.
- It provides tools for language-enriched teachers.
- It guides and models the teaching of curricular content in English.
- It gives concrete examples of and ideas for everyday language use in arts, music, crafts and physical education.
- It increases cross-curricular co-operation throughout all grades and subjects.

Structure of the handbook

We have divided the handbook into three parts that cover grades 1–2, 3–4 and 5–6. To help you gain an overview of all the themes and curricular content elaborated on in the handbook, we have created an annual clock, which is also intended to unify language-enriched teaching and increase teacher co-operation. The curricular content chosen is collected under three main themes:

- This is me
- Me as a scientist
- Me as an artist

For every theme we have created age- and grade-appropriate intended learning outcomes for curricular content (titled **Content outcomes**) and intended learning outcomes for language (titled **Language outcomes**). Under one theme, you can find content for different subjects. The order that we have chosen for the themes and contents is a suggestion and you can change it to suit your learners' needs best. Both content and language outcomes also include some classroom and learning activities. Please feel free to set some of your own intended learning outcomes as well.

Each spread of the handbook will have the curricular content on the left-hand side and the plan for the classes regarding the curricular content on the right. All the attachments can be found at the end of the handbook and they are numbered accordingly. The activities planned for the class are based on the curricular content and for some themes there are extra activities as well. The class activities are examples and can be adjusted according to your own approach. As always, coming up with your own activities is more than welcome.

Content outcomes

The chosen content aims to help learners to develop grade-appropriate levels of academic achievement in different subjects, as defined in the Finnish National Curriculum. It also aims to develop learners' thinking skills. These are based on a model of Bloom's taxonomy, as presented below. Due to the nature of this document, we won't consider Bloom's taxonomy in detail.

Language outcomes

The language outcomes contain curricular goals in the subject of English as well as language-learning skills and strategies. They all describe what a pupil is expected to learn in each grade. You will naturally teach additional language (phrases, expressions, words) when responding to your students' wishes to learn how to use English to speak and write about topics and thoughts that are of interest to them.

Keywords, phrases and other linguistic support

We have created lists of keywords, key phrases, speaking and writing frames, and lesson activities to provide examples of language that teachers and learners use when they are working on a certain theme. These form a sort of building block for teacher-talk and examples of language that is used in the learning situation. They help learners to access the content, to be able to learn it and speak about it. Keywords and phrases encompass different variations of language and help learners to develop their skills in **the language of learning**, **the language for learning** and **the language through learning**.

At school, situations will arise where the students will need and want to learn additional language to speak about what is important to them. Therefore, the lists of keywords and phrases are not exhaustive. Feel free to develop and supplement them as needed.

Speaking and writing frames are scaffolding tools that you can use in the classroom. You can also use some of the speaking frames as writing frames and vice versa. They provide models of sentence construction, language structures as well as vocabulary, and as the learners' language skills develop, parts of the frames or the whole frame can be left out.

We have also created some examples of exercises for different content that may help you to come up with ideas for learning activities in language-enriched programmes.

Scaffolding: We have divided scaffolding into input scaffolding and output scaffolding. Input scaffolding can include videos for warm-up exercises and links to websites or texts for reading that are meant to be used by the teacher. The output scaffolding includes speaking and writing frames as well as worksheets for the pupils to help them produce language.

LOTS & HOTS: Lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) are skills you need for learning. The teacher helps the learners develop both skills and to move from concrete thinking towards abstract thinking. In the handbook we have listed what LOTS and HOTS pupils use when doing the activities designed for the CLIL lessons.
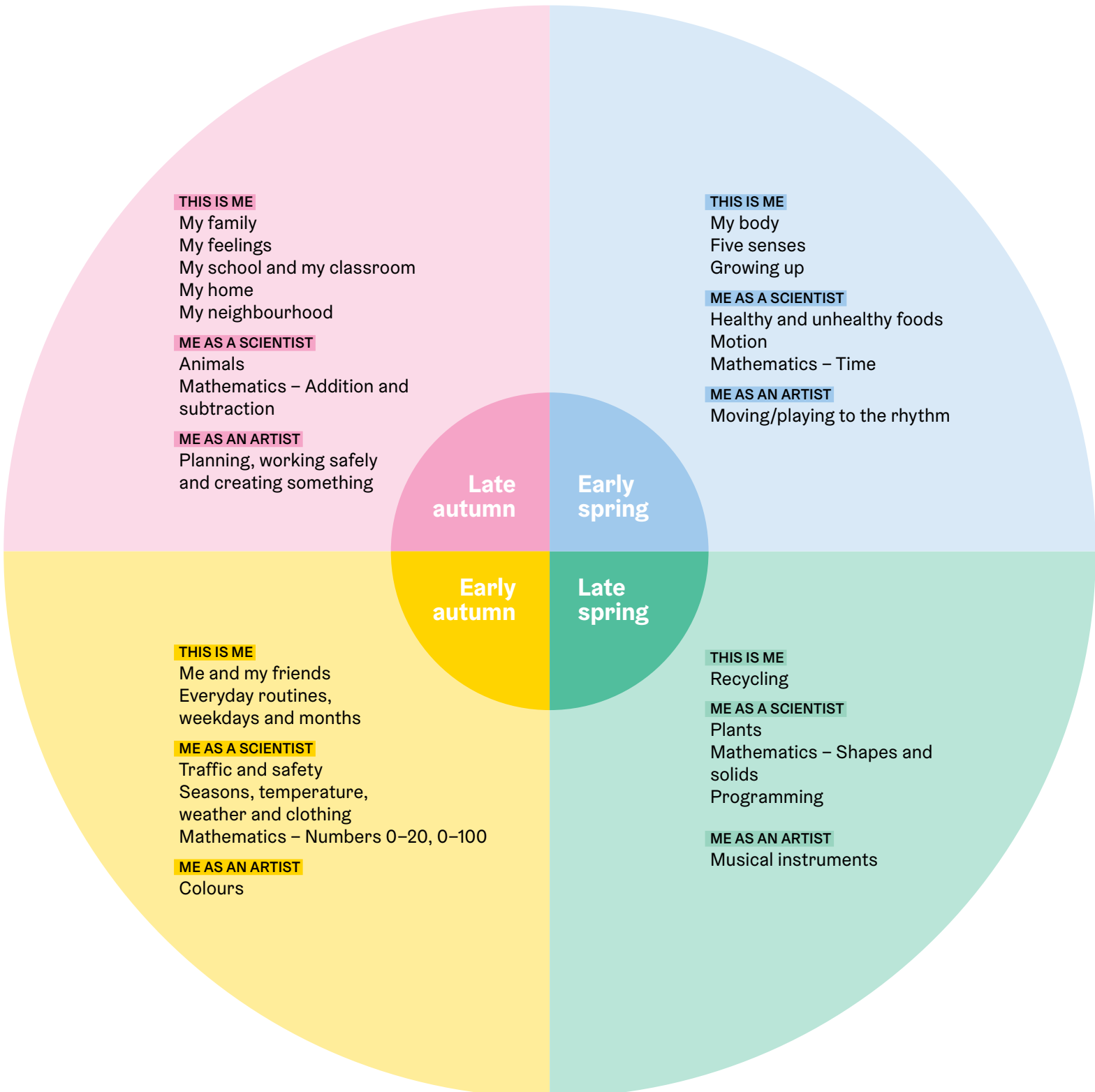
Attachments include the writing and speaking frames, worksheets and flashcards needed for class activities. You can find the attachments at the end of the handbook.

Activities are the example activities for the classes for each theme. At the beginning of each activity there is a list of the things that are needed for that particular activity. Most materials are included in the attachments, but there are also things like paper or colour pencils that should be found in every school.

The handbook's annual clock

The annual clock divides the school year into four periods: early autumn, late autumn, early spring and late spring, and gives a suggestion for when to teach each theme and its content during the school year. Again, please feel free to change it if needed.

The handbook's headings follow the same colour codes and help the reader to navigate through the handbook.

THIS IS ME
My family
My feelings
My school and my classroom
My home
My neighbourhood

ME AS A SCIENTIST
Animals
Mathematics – Addition and subtraction

ME AS AN ARTIST
Planning, working safely and creating something

Late autumn

Early spring

THIS IS ME
My body
Five senses
Growing up

ME AS A SCIENTIST
Healthy and unhealthy foods
Motion
Mathematics – Time

ME AS AN ARTIST
Moving/playing to the rhythm

Early autumn

Late spring

THIS IS ME
Me and my friends
Everyday routines, weekdays and months

ME AS A SCIENTIST
Traffic and safety
Seasons, temperature, weather and clothing
Mathematics – Numbers 0–20, 0–100

ME AS AN ARTIST
Colours

THIS IS ME
Recycling

ME AS A SCIENTIST
Plants
Mathematics – Shapes and solids
Programming

ME AS AN ARTIST
Musical instruments

How to read the handbook

There are two columns and five colour codes in the handbook. You will find the theme and the content set out in the heading. The colour of the heading also indicates the period suggestion for when to teach the content during the school year:

- **early autumn**
- **late autumn**
- **early spring**
- **late spring**
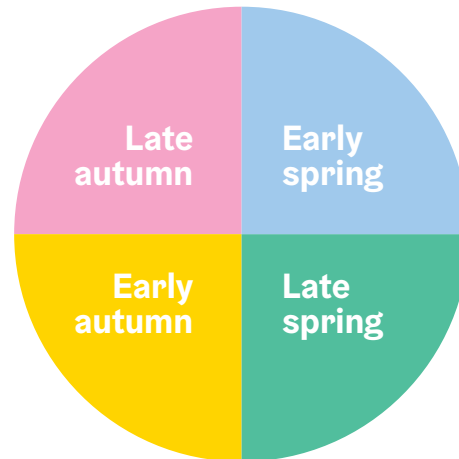
In the left-hand column of the curricular content page you will find the content and language outcomes, and in the right-hand one the linguistic support provided. The parts of the handbook written in *blue are suggestions for the outcomes and examples for the 2nd grade.

The theme   The content

The colour of the heading indicates the suggestion for when to teach the content during the school year.

12. ME AS A SCIENTIST

Animals

The parts of the handbook written in *blue are suggestions for the outcomes and examples for the 2nd grade.

Content outcomes

You can:
- name Finnish farm and wild animals
- name pets
- connect animals learnt with their habitats
- *describe and compare animals.

Language outcomes

You can:
- use colours, age, emotions, movement and foods to describe animals
- write some names of animals in a picture dictionary
- mimic different animals' movements and sounds to memorize them
- use the words: bigger, smaller, taller, shorter, more, less
- *create a book about your pet or imaginary pet
- compare and contrast animals.

Key words
cat, chicken, cow, dog, duck, guinea pig, hamster, horse, pig, sheep, bear, deer, fox, moose, spider, snake, wolf, duck, eagle, swan

Key phrases
- *Do you have a pig? Yes, I do. No, I don't.
- Where does this animal live?
- In the forest, in the sea, in my house…
- Is this a pet/a wild animal/a farm animal?

Speaking frame:

Compare these animals					
A dog A eagle An elephant A giraffe A mouse A shark	has	bigger smaller more taller shorter	ears neck nose feet teeth tail	than	(another animal) a … an …

Left-hand column: content and language outcomes for learners.

Right-hand column: key words, key phrases, speaking and writing frames etc.

12. Me as a scientist – Animals

Teaching materials

Scaffolding

Input scaffolding
- Animal flashcards
- Describing Animals word mats

Output scaffolding
- Animal flashcards
- Placemat scaffolding template
- Describing Animals word mats
- Writing Frame 1

LOTS & HOTS
- naming
- describing
- illustrating
- comparing
- writing
- classifying
- outline
- creating

Attachments:
- Attachment 12.1: Animal flashcards
- Attachment 12.2: Placemat Scaffolding Template
- *Attachment 12.3: Writing Frame 1
- *Attachment 12.4: Describing Animals word mats

Activities

Naming animals

What you need: Animal flashcards (attachment 12.1)

The teacher shows animal flashcards one by one. The pupils repeat the names after the teacher. Then the teacher puts a picture of the animal on display and the pupils walk around and make noises like this animal. Then the teacher puts only the name of the animal on display and the pupils once again act like this animal.

Gathering animals

What you need: Placemat scaffolding template (attachment 12.2)

Pupils work in groups of four. The teacher first gives instructions to the pupils to write down as many animals as they can in X minutes. Then the teacher tells the pupils to circle all the Finnish animals/pets/farm animals in their own quarter of the template. After that the pupils gather all the animals they all agree belong to that group into the middle of the template.

*My Own Pet Book

What you need: Writing Frame 1 (attachment 12.3), Describing Animals word mats (attachment 12.4)

The pupils create a "book" of their imaginary monster pet. It should include a picture, a description of the animal and a comparison to other animals. With the help of the writing frame, they write sentences under the picture of the pet they have drawn.

The left-hand column: The theme, the content, scaffolding, LOTS & HOTS (Lower-order thinking skills & Higher-order thinking skills), attachments.

The right-hand column: Activity examples for classes concerning the given theme. Each theme contains three activities, from which at least one is intended for the 2nd grade.

In the PDF version there are direct links to the attachments. If you are using the printed version of the handbook, you'll find all the attachments on the website https://kielet.hel.fi/

How to plan language-enriched teaching

In this chapter, we have gathered some guiding principles that can help you plan your teaching for learners in a language-enriched programme. We have elaborated on these for a period, a week and a lesson.

At the end of this chapter, you will also find an example of a checklist for good pedagogical practices. You will find the same list at the end of every period in the handbook.

Period

When planning a period in a language-enriched programme, you can follow these steps:

- Choose curricular content in the handbook
- Plan the period together with the pupils' English teacher and co-teacher
- Prepare the speaking and/or writing frames and other materials needed. You can adjust your teaching by scaffolding less or more. (N.B. There are good resources available on the internet. Search for ESL or EFL resources.)
- Agree on the assessment of content and language outcomes

Week

Plan the week so that it includes **both teaching content in English** (minimum of 10%) and **arts, music, crafts and/or PE lessons where English is used for instructions, everyday use and also for teaching some of the content** (up to 15%). Remember to integrate key phrases into your weekly routine.

You can focus on the curricular content in the subject lessons (e.g. science, maths) and practise keywords and phrases (pronunciation and grammar) in English lessons, if possible. If your students study another language as well as English as A1, we suggest they also work on the same theme.

You can change the subjects in which you use English for teaching during the weeks according to the themes and curricular content you are teaching / what theme and content is suitable. Here is a week plan example for Grade 2.

In this timetable example we have highlighted CLIL lessons

· **In red:** lessons where the academic content is taught in English (minimum of 10%)

· **In blue:** arts, music, crafts and PE lessons where English is used for instructions, everyday use and for teaching some of the content (up to 15%)

· **In green:** examples of routines in English that can be integrated into every week plan, e.g. morning circle and lunch.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30–9.15	Mathematics group A	Crafts group B	Finnish group B	Finnish group A	CLIL Mathematics group A
9.15–10.00	CLIL Morning circle Finnish	CLIL Morning circle Finnish	CLIL Morning circle Mathematics	CLIL Morning circle Arts	CLIL Morning circle Finnish
10.30–12.15	CLIL Lunch Science	CLIL Lunch Finnish	CLIL Lunch PE	CLIL Lunch Crafts	CLIL Lunch A1 languages
12.45–13.30	Mathematics group B	Crafts group A	CLIL Music	CLIL Mathematics group B	Religion/ Ethics

Lesson

When you plan a lesson, ensure that the areas listed below are covered:

The learning environment is safe, friendly and rich in language and content.

- Routine activities and warm-up activities are used
- Subject content is rich and academically
- challenging
- There is extensive oral and written language input

Lesson objective(s) for content outcomes and for language outcomes are clear and visible.

You are scaffolding the language and content.

- language: vocabulary and grammatical structures the learners need in order to access the content are given and learnt.
- content: using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time

The lesson structure favours student talking time over teacher talking time, and learners have many opportunities to speak and/or write.

Methods and activities support learning.

- Activities are collaborative and cooperative

Materials and equipment are suitable.

- There are good resources available on the internet. Search for CLIL, ESL or EFL resources.

Differentiation, feedback and evaluation

Checklist for good pedagogical practices

You will also find a checklist for good pedagogical practices at the end of every period. These are especially suitable for language-enriched classes. You can use them to reflect on your teaching and for setting goals for the period to come. The checklist is based on a presentation of CLIL essentials for primary schools developed by Peeter Mehistö (2018) and the planning and observation checklist in Uncovering CLIL (p. 232).

Checklist for good pedagogical practices

	Grade 1	*Grade 2
The learning environment is safe and friendly.	□	□
The learning environment is rich and supports learning.	□	□
I foster learner autonomy		
· by giving learners choices to make	□	□
· by teaching learning skills	□	□
· by negotiating on decisions about the learning process with learners.	□	□
I give learners opportunities for cooperative learning.	□	□
I plan my lessons in order to ensure learners speak, write and read more than I do.	□	□
I plan my teaching with colleagues.	□	□
The intended learning outcomes for language are explicit and visible to my learners.	□	□
The oral and/or written language input is extensive.	□	□
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	□	□
The academic language is visible to learners.	□	□
Intended learning outcomes for content are explicit and visible to my learners.	□	□
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	□	□
The content is academically challenging.	□	□
I reflect on learning with my learners.	□	□
I reflect on my teaching.	□	□

Notes

My moment of success during the last period

My goals for next period

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Daily activities in language learning

Everyday routines in school provide opportunities for language learning and for reinforcing language learning. Pupils gain confidence and skills through repeating the same routines. Repetition increases pupils' language learning at the same time as helping them manage daily life in school.

Informal chat is also an important part of the school day. Although the pupils might not participate in this chat, at least to begin with, it is a useful way to bring the language into daily use. Praise is a good place to start. There is always a chance to say "Well done!" or "That's great!" during the school day.

This section provides phrases for use in language learning throughout a school day.

Arriving at school	• Hello / Hi • How are you? • Good morning • Wash your hands	• Take off your outside clothes • Put your shoes away • Put your slippers on
The beginning of the lesson	• Please go to your place • Sit down please • Go and get your things	• Please quieten down • Let's start the lesson • Please wait
The end of the lesson	• Mark your homework • Clean up please • Pack up your things • Don't forget your books • Thank you for the lesson	• Did you have a good lesson? • It was a really good lesson! • Goodbye • See you tomorrow!
Morning circle	• Good morning! • How are you? • How many pupils are there? • Is Auri here? • Where is Ali? • How was your weekend? • What day is it today? • What day was yesterday? • What day will tomorrow be? • What day will the day after tomorrow be?	• What is today's date? • What month is it? • What season is it? • What year is it? • How is the weather today? • What did you have for breakfast today? • Let's check the timetable for today
Lunch	• Please go to your place • Would you like milk or water? • Today's food is salmon pasta • In the salad there is lettuce, cucumber and tomatoes • Anyone who has a red shirt can come and get their food	• Would you like salad dressing? • Please taste your salad / food • Would you like some more? • Would you like some crispbread? • Enjoy your lunch / meal!

Early autumn

1. THIS IS ME

Me and my friends

Content outcomes

You can:

- say your name and age
- say what you like and don't like
- *introduce your friend
  - name
  - age
  - likes and dislikes

Language outcomes

You can:

- copy your name
- respond to the questions
  - What do you like?
  - What's your name?
  - How old are you?
- present yourself orally
- *speak in front of the class about your friend
- write a couple of sentences about yourself

Key words
name, age, likes, dislikes

Key phrases

- What's your name? My name is _____.
  How old are you? I'm ____ years old.

- What do you like?
  I like …
  I don't like …

- *Who is this?
  This is Jenni. She is eight years old. She likes Star Wars.

- My name is _____. I'm 8 years old. I live in Lauttasaari.
  I really like elephants.

1. This is me – Me and my friends

Teaching materials

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Scaffolding

Input scaffolding
- Number cards

Output scaffolding
- Number flashcards
- Speaking Frame 1
- Speaking Frame 2
- My Friends worksheet

LOTS & HOTS
- naming
- writing
- listing
- discussing
- showing
- telling
- examining
- competing
- describing

Attachments:
- Attachment 1.1: Speaking Frame 1
- Attachment 1.2: Number flashcards
- Attachment 1.3: Speaking Frame 2
- *Attachment 1.4: My Friends worksheet

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Activities

My name is...

What you need: music on in the background, Speaking Frame 1 (attachment 1.1)

The teacher puts the speaking frame on display.
The pupils walk around the classroom while music is playing. When the music stops they get into pairs and ask the other person's name with the help of the speaking frame.

Pupil 1 asks *"What's your name?"* and
pupil 2 answers *"My name is _____."*
Pupil 2 asks *"What's your name?"* and
pupil 1 answers *"My name is _____."*

The pupils write their own name tags in English after the activity.

Telling your age

What you need: Number flashcards (attachment 1.2), Speaking Frame 2 (attachment 1.3)

The teacher puts number cards (0–20) on display. The pupils say the numbers out loud.
The teacher puts a speaking frame on display:

Pupil 1: *How old are you?*
Pupil 2: *I'm ____ years old.*

Pupils work in pairs with the help of the speaking frame. Pupil 1 asks "How old are you?" Pupil 2 picks up a number card and answers according to the number card (e.g. I'm six years old).

*My friends

What you need: My Friends worksheet (attachment 1.4)

The teacher draws pairs. The pupils interview their partner and find out their name, age and likes/dislikes (food, hobbies, animals, school subjects, weather).

Everyday routines, weekdays and months

Content outcomes

You can:
- follow instructions
- follow today's/the classroom's schedule
- name the days of the week in the right order
- name your favourite day of the week
- greet people and say goodbye
- *name the months in the right order
- name your favourite month.

Language outcomes

You can:
- respond to instructions
- give instructions others can follow
- match activities in a schedule and the day of the week
- point to the words for each day of the week

- *write the names of the days of the week
- write the names of the months
- write different kinds of greetings and use them in a cartoon, for example.

Key words

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, yesterday, tomorrow, hello, goodbye, good morning, maths, Finnish, science, P.E., music, crafts, January, February, March, April, May, June, July, August, September, October, November, December

Key phrases

- Raise your hand if …
  Let's sit in a circle. Sit in the circle.
  Sit down. Stand up.
  Listen up. Quiet down.
  Come here.
  Stop and listen.

- Today is Monday.
  Yesterday was _____.
  Tomorrow is _____.
  What is your favourite day of the week?
  My favourite day is _____.

- Good morning. Hello. See you tomorrow. Goodbye.
  Happy to see you.
  What day is it today?
  What day was it yesterday?
  What day is it tomorrow?

- *I/We can quiet down in 10 seconds.

Teaching materials

Scaffolding

Input scaffolding
- School Subject flashcards
- Calendar display pack

Output scaffolding
- School subject flashcards
- Calendar display pack
- Calendar speaking frames

LOTS & HOTS
- creating
- showing
- naming
- telling
- describing
- finding

Attachments:
- Attachment 2.1: School Subject flashcards
- Attachment 2.2: Calendar display pack
- Attachment 2.3: Calendar speaking frames

Activities

Let's look at the classroom's schedule!

What you need: Classroom schedule, School Subject flashcards (attachment 2.1)

The teacher shows a picture with the name of a school subject. The pupils mime what they do during these classes. Then the teacher shows only the name of the subject without the picture.

Morning circle

What you need: Calendar display pack (attachment 2.2), Calendar speaking frames (attachment 2.3), *paper and pencil

There is a calendar in the classroom showing weekdays, months, seasons and weather. The teacher demonstrates for a few days how you should go through the calendar. Gradually the pupils start working as classroom helpers. The classroom helpers go through the calendar on their own with the help of the speaking frames.

*The classroom helper goes through the calendar. The class answers the questions by writing down their answers (day, month, season and weather) on a piece of paper. The pupils show their answers at the same time. The classroom helper gives the right answer and places the right card on the calendar.

Teacher says

What you need: A pointer, props (e.g. fake glasses)

Simon says, except this time it's Teacher says. First write down sentences that the teacher usually uses:
- Good morning (pupils respond in the same way)
- Goodbye (pupils respond in the same way)
- Sit down
- Stand up
- Listen up (pupils cup their hands behind their ears and listen)
- Quieten down (pupils put a finger in front of their lips)
- Stop and listen (pupils freeze like a statue and try to be as still as possible)

One pupil at a time gets to be the teacher. The other pupils follow instructions.

Traffic and safety

Content outcomes

You can:

- name five vehicles
- behave safely in the classroom
- behave safely in traffic
- analyse pictures for mistakes children make in traffic
- act politely in class, in the hallways, and elsewhere in school
- *analyse how you act at home.

Language outcomes

You can:

- follow directions to find a place
- give directions to find a place
- respond to the teacher's instructions about behaviour
- use gestures in order to give directions
- write some names of vehicles (e.g. create a picture dictionary).

Key words

car, bus, train, subway, underground/metro, traffic lights, road, street, bike, red light, green light, zebra crossing, left, right

Key phrases

- Let's whisper.
  Be careful.
  Listen up.
  Quiet down. I can quiet down quickly.

- Left, right. Stop.
  Look to the left/look to the right. Look both ways.
  Look out for the car/bus/bike.
  Let's go. Go straight on. Go left. Go right. Cross the street.
  I always look both ways.
  She did not/He did not look …
  She did not use the zebra crossing ….
  She didn't wait for the green light.

- Thank you
  Sorry
  You're welcome
  I listen carefully.
  I put my hand up.
  I help others.

- At home, I listen when my _____ speaks.
  I say thank you when my _____ gives me _____.
  At home, I help with the dishes.

3. Me as a scientist – Traffic and safety

Teaching materials

Activities

Introducing the Scaffolding Traffic Lights

What you need: Scaffolding Traffic Lights (attachment 3.1)

Every pupil makes their own traffic lights. They can be used to express their understanding or if they agree or not. In this activity the pupils practise how to use the traffic lights. The pupils are put into groups of five. One of them shows a picture of a vehicle and says "This is a _____". The others show whether it is true or not using the traffic lights. In the end the pupil asks "Did you understand?" and the others show how well they understood with the traffic lights.

Where can you use this vehicle?

What you need: Vehicles flashcards (attachment 3.2)

Pupils draw a table with three columns in their notebooks. The teacher shows one vehicle flashcard at a time and pupils write it in the correct column.

Means of land transport (Land)	Means of air transport (Air)	Means of water transport (Water)

*Spot the mistake

What you need: Traffic flashcards (attachment 3.3), Traffic pictures (attachment 3.4), Speaking Frame 1 (attachment 3.5)

The teacher puts traffic pictures on display one by one. The pupils try to spot a mistake that a child is making in the picture. The pupils talk about the mistakes with the help of the speaking frame.

The pupils can make a picture dictionary using the Traffic flashcards. The pupils glue the pictures in their notebooks and write the words under the pictures.

Seasons, temperature, weather and clothing

Content outcomes

You can:

- identify and name the four seasons (using pictures)
- match activities to seasons (using pictures)
- read the temperature and link it to the weather
- name the clothing you wear in each season
- describe the weather in each season
- match words about weather with temperature.

Language outcomes

You can:

- match words and pictures about the weather and clothing
- ask and answer questions about the weather, temperature and clothing
- discuss your likes and dislikes about seasons
- give a reason for your likes and dislikes
- group words and phrases about the weather (e.g. the weather I like/don't like)
- *copy words and sentences about the weather (e.g. create your own book about the weather).

Key words

season, winter, summer, autumn, spring, temperature, weather, clothes

Key phrases

- What's the temperature?
  What's the weather like?
  It's -20. -> It's cold/freezing.
  It's +15. -> It's hot/warm.
  You can ski / skate / go sleighing in the winter.
  It's cloudy / sunny / rainy / snowy / freezing / warm / hot / cold.
  What should you wear today? / What should I wear today?

- What is your favourite season?
  My favourite season is summer, because it's warm and sunny.

4. Me as a scientist – Seasons, temperature, weather and clothing

Teaching materials

Activities

What's the weather like?

What you need: Weather Song, Calendar display pack (attachment 2.2), Weather Story cards (attachment 4.1), Weather Story (attachment 4.2),

*Writing Frame 1 (attachment 4.3)

The pupils listen and sing the Weather song.

The pupils get their own set of weather flashcards from the Calendar display pack. The teacher reads the Weather Story. The pupils pick up the right flashcard every time they hear the teacher say a weather word in the story.

The pupils make their own picture dictionary by using the weather flashcards. *The pupils can write down sentences about the weather and seasons under the pictures with the help of the writing frame (e.g. It is sunny in the summer).

What should I wear today?

What you need: Clothing flashcards (attachment 4.4), Calendar display pack (attachment 2.2), Speaking Frame 1 (attachment 4.5)

The teacher puts clothing flashcards on display. The teacher chooses a weather card from the calendar display pack and puts it on display. The pupils work in pairs and tell each other in turns what to wear during that kind of weather with the help of the speaking frame.

Activities and seasons

What you need: Calendar display pack (attachment 2.2), Activity flashcards (attachment 4.6)

The pupils work in small groups. The groups have their own set of season flashcards from the calendar display pack and activity flashcards. One member of the group picks up an activity card and mimes the activity. The rest of the group has to guess in which season you usually do the activity.

*The pupils can also guess the name of the activity. The pupils write down the name of the activity in their notebooks under the different seasons.

Mathematics – Numbers 0–20, *0–100

Content outcomes

You can:

- count from 0 to 20 (including backwards)
- demonstrate understanding of the concepts 'greater than' and 'less than'
- answer questions about quantity
- connect expressions/calculations with pictures.
- *count from 0 to 100 (including backwards)
- create maths problems.

Language outcomes

You can:

- name numbers
- match written words with numbers
- place the word cards in the order you hear them
- speak clearly and loudly enough that everyone can hear you
- chant / sing /rap numbers in different order (e.g. from 0–20, from 20–0).
- *use correctly expressions
  - greater than
  - less than
- write and name numbers.

Key words
greater than, less than

Key phrases

- How many cats can you see in the picture?
  Five cats.
  One cat gets a new home. How many cats are left?
  Four cats.

Teaching materials

Scaffolding

Input scaffolding
- Number Song: *https://bit.ly/EEHB0002*
- Number flashcards
- Comparison signs

Output scaffolding
- Scaffolding Traffic Lights
- Speaking Frame 1
- Comparison signs
- Speaking Frame 2

LOTS & HOTS
- telling
- writing
- comparing
- explaining
- choosing
- solving

Attachments:
- Attachment 1.2: Number flashcards
- Attachment 3.1: Scaffolding Traffic Lights
- Attachment 5.1: Speaking Frame 1
- *Attachment 5.2: Comparison signs
- *Attachment 5.3: Speaking Frame 2

Activities

Number song

What you need: Number Song, Number flashcards (attachment 1.2), small objects from the classroom

The teacher puts the flashcards on display. The pupils listen and sing the Number Song.

The pupils work in groups. The teacher gives out one number card to each group. The group has to find the same amount of the same objects from their classroom. The groups tell the other groups about the amount of objects they have (We have 12 pencils. We have 8 scissors). The pupils return the objects to the right places. The teacher gives out new number cards to the groups.

Addition and subtraction

What you need: Scaffolding Traffic Lights (attachment 3.1), Speaking Frame 1 (attachment 5.1)

The pupils work in small groups. One pupil is the "teacher" who says some simple addition/subtraction calculations out loud with the help of the speaking frame.

The other pupils show whether the calculation is correct or not with their traffic lights.

*Greater or less than

What you need: pieces of paper, Comparison signs (attachment 5.2), Speaking Frame 2 (attachment 5.3)

Pupils work in pairs. They both write numbers (0–100) on a piece of paper. The pupils put the numbers on the table and choose the correct comparison sign and put it in the middle of the numbers. Both then read the expression out loud with the help of the speaking frame.

Colours

Content outcomes

You can:
- name different colours
- make new colours by mixing different colours
- group things according to colour.

Language outcomes

You can:
- say what colour something is
- create a table of things of different colours, and talk about it
- match words and pictures about colours
- *explain what your favourite colour is
- write the names of colours (fill in blanks).

Key words
colours, favourite, yellow, red, blue, green, orange, brown, black, white, purple

Key phrases
- What do you get if you mix blue and yellow?
  You get green.

- What colour is a plant?
  red, blue, yellow, purple, green, orange, brown

- Bananas are yellow.
  The sun is yellow.
  My sweater is yellow.
  I like the colour yellow.

- *What is your favourite colour?
  My favourite colour is_____.

- I love pink. I like purple.
  I don't like black.

- Primary colours and secondary colours

6. Me as an artist – Colours

Teaching materials

Activities

Primary and secondary colours

What you need: Colour flashcards (attachment 6.1), Colour Song, water colours, small cups, paintbrushes, Colour Wheel Turtle template (attachment 6.2)

The teacher puts the flashcards on display. The pupils listen and sing the Colour Song.

The pupils work individually. First they mix primary colours and paint the right sections of the turtle with them. Then they mix secondary colours and paint the right sections of the turtle with them. The pupils write the names of the colours around the turtle.

*The pupils write down the primary and secondary colours in their notebooks.

Group things according to colour

What you need: objects from the classroom, Colour Wheel (attachment 6.3), School Supplies flashcards (attachment 6.4), *Speaking Frame 1 (attachment 6.5)

Pupils work in small groups. Each group makes their own colour wheel with objects they find in the classroom. The colours are arranged in primary and secondary colours.

*The teacher asks the pupils which objects are a certain colour (e.g. Which objects are red?). The pupils name the classroom objects (scissors, pencils and sponge are orange) and what colour they are with the help of the speaking frame.

*Favourite colour

What you need: Speaking/Writing Frame 1 (attachment 6.6)

The pupils explain or write about their favourite colour and how to mix it (or if it is a primary colour) with the help of the speaking/writing frame. Then they present their opinions in small groups or for the whole class.

Checklist for good pedagogical practices

	Grade 1	Grade 2
The learning environment is safe and friendly.	☐	☐
The learning environment is rich and supports learning.	☐	☐
I foster learner autonomy		
· by giving learners choices to make	☐	☐
· by teaching learning skills	☐	☐
· by negotiating on decisions about the learning process with learners.	☐	☐
I give learners opportunities for cooperative learning.	☐	☐
I plan my lessons in order to ensure learners speak, write and read more than I do.	☐	☐
I plan my teaching with colleagues.	☐	☐
The intended learning outcomes for language are explicit and visible to my learners.	☐	☐
The oral and/or written language input is extensive.	☐	☐
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	☐	☐
The academic language is visible to learners.	☐	☐
Intended learning outcomes for content are explicit and visible to my learners.	☐	☐
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	☐	☐
The content is academically challenging.	☐	☐
I reflect on learning with my learners.	☐	☐
I reflect on my teaching.	☐	☐

Notes

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My moment of success
during the last period

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My goals for next period

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Late autumn

7. THIS IS ME

My family

Content outcomes

You can:
- name family members
- say if you have a pet or not
- speak about your family members' role, age, name and likes and dislikes.

Language outcomes

You can:
- speak clearly and loudly enough that everyone can hear you
- match words related to pictures about family members and pets
- answer the questions
  - Who is this?
  - Do you have sisters / brothers / pets?
- *give an oral presentation about your family
- match written words with spoken words
- follow written instructions
- write some short sentences about your family.

Key words
mother, father, sister, brother, pet, *parents, grandparents, grandmother, grandfather, cousin, aunt, uncle

Key phrases
- Who is this?

  This is my mum / dad / sister / brother / dog.
  I have an older/younger brother/sister.

- Do you have a pet?
  Do you have sisters/brothers/pets?

  I have a dog. He/She is big/small.
  He/She likes to run.
  He/She likes to chase squirrels/rabbits. He/She likes to fetch a ball.

  Yes, I do. / No, I don't.

7. This is me – My family

Teaching materials

Activities

My family members

What you need: Family Member flashcards (attachment 7.1)

The teacher puts the cards on display one by one. The pupils name each family member.

The pupils work in pairs and play a memory game using the flashcards. When they flip a card, they say the word out loud.

Do you have...?

What you need: Family Member flashcards (attachment 7.1), Family Pictures (attachment 7.2), Speaking Frame 1 (attachment 7.3), notebook, *Writing Frame 1 (attachment 7.4)

The teacher puts the family pictures and family member flashcards on display. The pupils work in groups. One member of the group chooses one family picture without telling anyone. The rest of the group ask questions and try to guess the family with the help of a speaking frame.

The pupils can make picture dictionaries using the family pictures without the written words. The pupils write family words under the picture. *The pupils can also write short sentences about the families under the pictures with the help of the writing frame.

*This is my family

What you need: Family Member flashcards (attachment 7.1), Speaking/Writing Frame 1 (attachment 7.5)

The pupils draw a picture of their family. They write short descriptions of their family members and their likes/dislikes under the picture with the help of the speaking/writing frame. The pupils present their work to the group with the help of the speaking/writing frame.

My feelings

Content outcomes

You can:
- recognise in pictures
  - positive feelings: calmness, excitement, happiness
  - negative feelings: anger, fear, frustration, sadness
- connect pictures of feelings to words
- show feelings non-verbally
- *explain what makes you
  - happy
  - sad
- say who/what can help you when you feel sad/upset
- connect pictures of different situations with different feelings
- make your own picture dictionary about feelings.

Language outcomes

You can:
- explain how you feel
- match words and pictures (e.g. emoji) about feelings
- answer questions
  - Are you happy/sad/angry/tired?
  - What makes you happy/ sad?
  - When are you happy/sad?
- mimic feelings to help learning them.

Key words

feelings, calm, excited, happy, angry, sad, tired, hungry

Key phrases

- Are you happy/sad/calm/afraid/excited?
  Yes, I am. / No, I'm not. I'm sad/happy/calm/afraid/excited.

*What/Who makes you happy/sad?
Friends. My dog. My mum.
When are you happy/sad?
I love____
I hate____
I like ____
I dislike ____
I'm happy/sad/tired/hungry

8. This is me – My feelings

Teaching materials

Activities

Feeling droplets

What you need: Brain Droplets scaffolding template (attachment 8.1)

The teacher hands out copies of the template, draws it on the board or makes an enlargement on a bulletin board. The umbrella in this template is the topic, in this case feelings. The pupils try to come up with as many feelings as possible and write them on the droplets. Feelings can then be divided into positive, negative or neutral feelings. Then the pupils colour the droplets in the colours that reflect the feelings in their opinion.

How do you feel?

What you need: Feelings flashcards (attachment 8.2), Situation flashcards (attachment 8.3)

The teacher displays the flashcards one by one. The pupils act in a way they would feel in given situations. Then the pupils name what feeling was in question.

*My feelings

What you need: Situation flashcards (attachment 8.3), Speaking/Writing frame 1 (attachment 8.4)

The teacher goes through the different situations in the pictures one by one. The class talks about what's happening in the pictures.

The pupils work in pairs. The pair goes through the situation pictures and tell each other if the situation would make them feel happy or sad, with the help of the speaking frame.

The pupils come up with new situations that would make them happy/sad. The pupils can use the frame to write short sentences in their notebook.

My school and my classroom

Content outcomes

You can:

- name different areas in the school and the schoolyard
- explain where the following are:
  - the dining hall
  - the nurse's office
  - the principal's office
  - the gym
  - the janitor's office
- name classroom furniture, supplies and equipment
- talk about different school subjects and your timetable
- explain when:
  - school starts
  - the school day ends
- explain where:
  - you sit
  - you put your bag
  - *you can find supplies and equipment
  - you are allowed to spend breaks.

Language outcomes

You can:

- match words and pictures of school equipment
- *match names and pictures of classroom furniture and equipment
- place the word/picture cards in the order you hear them.
- show and talk about what's in your school bag.

Key words

classroom, hallway, gym, table, chair, pen, pencil, (diner) dining room/lunch room, schoolyard, rubbish

Key phrases

- The scissors are in that cupboard.
  The paper is in ...

- In my bag, I have
  - a pencil case
  - a pencil
  - a book
  - a notebook.

- *Do you know where you can stay during breaks?
  Inside the yard, don't go past the fence.
  We have to stay in the schoolyard.

- What can you do during break?
  We can play hide and seek, tag and dodgeball, hopscotch...
  I can use swings and a climbing frame.
  I can skip rope. My school day starts at nine.

9. This is me – My school and my classroom

Teaching materials

Scaffolding

Input scaffolding
- Places around the school
- School Supplies flashcards

Output scaffolding
- Places around the School
- School Supplies flashcards
- Speaking Frame 1
- Speaking Frame 2
- Speaking/Writing Frame 1

LOTS & HOTS
- describing
- naming
- planning
- applying
- explaining
- telling
- remembering
- examining

Attachments:
- Attachment 6.4: School Supplies flashcards
- Attachment 9.1: Places around the school
- Attachment 9.2: Speaking Frame 1
- Attachment 9.3: Speaking Frame 2
- *Attachment 9.4: Speaking/ Writing Frame 1

Activities

Locating places inside the school

What you need: Places around the school (attachment 9.1), camera/phone, Speaking Frame 1 (attachment 9.2)

The pupils work in pairs. They pick a card, find the place in the school and take a picture of it. When the pair returns, they say what place is in the picture with the help of the speaking frame.

School supplies

What you need: Different school supplies, School Supplies flashcards (attachment 6.4), Speaking Frame 2 (attachment 9.3).

The pupils work in small groups.
The group chooses 8–10 different school supplies from the classroom and places them on a desk. All pupils except one close their eyes. The pupil who has their eyes open takes one of the items away. When the rest of the group open their eyes, they say which of the objects is missing with the help of the speaking frame.

*What's in my bag?

What you need: Pupils' backpacks, Speaking/Writing Frame 1 (attachment 9.4)

The pupils go through their backpacks and write about their own school supplies with the help of a writing frame. The pupils present their work with the help of the speaking/writing frame.

My home

Content outcomes

You can:

- give your address
- talk about your journey to school
- *explain the chores you do at home
- name three different rooms
- name five pieces of furniture
- fill in a chart about household chores in your family.

Language outcomes

You can:

- describe your room
- *describe your home
- connect written words about rooms with pictures
- write names of some rooms in a picture dictionary
- match names and pictures of furniture
- show and tell about your own room
- look at the class when you speak
- talk about your household chores chart.

Keywords

bed, chair, lamp, mirror, door, window, blanket, carpet

Key phrases

- My address is Imaginary Road 31.

- *How can you help mum/dad at home?
  I can hoover, clean my room, take the dog out, empty the dishwasher, make the bed, take out the rubbish

- What room is this?
  It is a kitchen/a living room/a bedroom.
  My house has three rooms.

10. This is me – My home

Teaching materials

Activities

My home

What you need: paper/notebook, drawing equipment, My Home flashcards (attachment 10.1), Speaking/Writing Frame 1 (attachment 10.2)

The pupils draw and colour their home. The pupils write a headline "My Home" at the top of the sheet/page and their address at the bottom of the sheet/page (e.g. My address is Imaginary Road 31).

The pupils present their work to the class with the help of the speaking frame.

*The teacher shows the pupils the My Home flashcards. The pupils describe their home using the speaking/writing frame (e.g. My home has a red roof).

*My room

What you need: paper/notebook, drawing equipment, Furniture flashcards (attachment 10.3), Speaking/Writing Frame 2 (attachment 10.4)

The pupils draw a picture of their room. The pupils name the furniture in their room. The pupils present their work to the class with the help of the speaking frame. They can also write short sentences about their room in their notebooks.

The pupils can also build their room using cardboard boxes and different materials.

*Household chores chart

What you need: paper/notebook, Chores flashcards (attachment 10.5), Chores Chart & Speaking Frame (attachment 10.6)

The teacher goes through the flashcards one by one. The pupils glue the chores chart in their notebooks. The pupils work in pairs, fill in the chart and talk about their charts with the help of the speaking frame.

My neighbourhood

Content outcomes

You can:

- talk about where you live
- name three places nearby your home
- explain where it is not safe to go - when or why
- *draw a map and name places on it.

Language outcomes

You can:

- create your own picture dictionary about places near you
- describe the area where you live using your picture dictionary
- *name and describe different buildings.
- look up words on the Internet / in a dictionary.

Key words

park, street, forest, library, supermarket, bus stop, hospital, river, lake, sea, *buildings, houses, transport/ transportation, directions

Key phrases

- I live in Lauttasaari.
  I live in Finland.
  I go to Lauttasaari Primary School.

- Tell me something about the area where you live.
  There is a _____ nearby.
  The library is big/small/old/new. It has lots of tables and sofas. There are lots of books and computers.

Speaking frame:

It is not safe to go	in the water onto a construction site in the forest	when alone. at night.

11. This is me – My neighbourhood

Teaching materials

Activities

Draw your neighbourhood

What you need: paper, coloured pencils, Public Buildings and Facilities flashcards (attachment 11.1), *Speaking Frame 1 (attachment 11.3), *Prepositions flashcards (attachment 11.4)

First the pupils study the flashcards with the teacher. Then the pupils draw a picture that illustrates their own neighbourhood. The picture should include their own home and nearby public buildings and facilities. Pupils will also name the buildings in the picture.

The pupils can make their own picture dictionary of the public buildings and facilities.

*Using the drawing they did, pupils talk about their own neighbourhood. With the help of the speaking frame, pupils describe what kind of buildings are near their home and what they look like.

Building a city

What you need: Public Buildings and Facilities flashcards (attachment 11.1), Map worksheet (attachment 11.2), scissors, glue

The pupils get their own map worksheets. They cut the buildings and trees and glue them to the map. They can design the city how they want. With the help of Buildings/Facilities flashcards they name the buildings. They can also add some buildings or areas by drawing on the map. The pupils can compare their maps with their friends and tell them what the buildings are.

*Public buildings

What you need: access to internet, paper/notebook, Buildings in Helsinki Worksheet 1 (attachment 11.5)

The teacher chooses 4–6 well-known public buildings in Helsinki. The teacher goes through the buildings and their names.

The pupils work in groups. All the groups choose one building to do research on. They look up information about their building and write the information down with the help of a writing frame.

The groups give an oral presentation about their building with the help of the worksheet.

Animals

Content outcomes

You can:

- name Finnish farm and wild animals
- name pets
- connect animals learnt with their habitats
- *describe and compare animals.

Language outcomes

You can:

- use colours, age, emotions, movement and foods to describe animals
- write some names of animals in a picture dictionary
- mimic different animals' movements and sounds to memorize them
- use the words: bigger, smaller, taller, shorter, more, less
- *create a book about your pet or imaginary pet
- compare and contrast animals.

Key words

cat, chicken, cow, dog, duck, guinea pig, hamster, horse, pig, sheep, bear, deer, fox, moose, spider, snake, wolf, duck, eagle, swan

Key phrases

- *Do you have a pig?
  Yes, I do. / No, I don't.

- Where does this animal live?
  In the forest, in the sea, in my house…

- Is this a pet / a wild animal / a farm animal?

Speaking frame:

Compare these animals					
A dog An eagle An elephant A giraffe A mouse A shark	has	bigger smaller more taller shorter	ears neck nose feet teeth tail	than	(another animal) a … an …

12. Me as a scientist – Animals

Teaching materials

Activities

Naming animals

What you need: Animal flashcards (attachment 12.1)

The teacher shows animal flashcards one by one. The pupils repeat the names after the teacher. Then the teacher puts a picture of the animal on display and the pupils walk around and make noises like this animal. Then the teacher puts only the name of the animal on display and the pupils once again act like this animal.

Gathering animals

What you need: Placemat scaffolding template (attachment 12.2)

Pupils work in groups of four. The teacher first gives instructions to the pupils to write down as many animals as they can in X minutes. Then the teacher tells the pupils to circle all the Finnish animals/pets/farm animals in their own quarter of the template. After that the pupils gather all the animals they all agree belong to that group into the middle of the template.

*My Own Pet Book

What you need: Writing Frame 1 (attachment 12.3), Describing Animals word mats (attachment 12.4)

The pupils create a "book" of their imaginary monster pet. It should include a picture, a description of the animal and a comparison to other animals. With the help of the writing frame, they write sentences under the picture of the pet they have drawn.

Mathematics – Addition and subtraction

Content outcomes

You can:

- add and subtract using plus and minus signs
- use manipulatives to solve
  - additions
  - subtractions
- understand addition and subtraction by
  - connecting pictures and mathematical expressions together
  - drawing pictures of expressions
- use addition and subtraction to solve math problems
- *create maths problems.

Language outcomes

You can:

- use mathematical terms correctly.

Key words
subtraction, addition, plus, minus, equals, take away, add

Key phrases

- 2 + 2 = 4
  Two plus two equals four.

- How many cats you see in the park?
  Three cats.
  There comes two more cats. How many cats there are now?
  Five cats.
  3 + 2 = 5
  Three plus two equals five.
  Is it addition or subtraction?
  It's addition.

Teaching materials

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Scaffolding

Input scaffolding
- Addition and subtraction signs

Output scaffolding
- Speaking Frame 1
- Addition and subtraction signs
- Speaking Frame 2

LOTS & HOTS
- remembering
- understanding
- relating
- finding
- applying
- comparing
- solving
- completing
- using

Attachments:
- Attachment 13.1: Addition and subtraction signs
- Attachment 5.1: Speaking Frame 1
- *Attachment 5.3: Speaking Frame 2

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Activities

How many?

What you need: Addition and subtraction signs (attachment 13.1), Speaking Frame 1 (attachment 5.1)

First the teacher asks three pupils to come to the front of the classroom. Then the teacher asks another two pupils to come to the front of the classroom. The teacher asks "How many pupils are there?" and the pupils say the total number of pupils out loud (5). The teacher says the addition expression 3 + 2 = 5 out loud and the pupils repeat it with the help of the speaking frame. The teacher writes the expression on the board and names the expression "Addition".

Next the teacher asks six pupils to come to the front of the classroom. The teacher asks three of the pupils to go back to their seats. The teacher asks "How many pupils are there left?" and the pupils say the total number of pupils out loud (3). The teacher says the subtraction expression 6 – 3 = 3 out loud and the pupils repeat it with the help of the speaking frame. The teacher writes the expression on the board and names the expression "Subtraction".

Let's add or take away

What you need: manipulatives, addition and subtraction signs (attachment 13.1), notebook, Speaking Frame 1 (attachment 5.1), *two dice, *Speaking Frame 2 (attachment 5.3)

The pupils have a set of manipulatives. The teacher asks the pupils to take a certain number (0–20) of manipulatives from the desk. The teacher says "Let's add ___." or "Let's take away ___." and the pupils add or take away a certain number of manipulatives.

The teacher asks *"Was this an addition or a subtraction?"* The pupils write down the expression they just did with the manipulatives in their notebooks. The pupils read the expression together out loud with the help of the speaking frame.

*The pupils work in pairs and play against each other. The pair roll the dice, form a two-digit number according to the dice (e.g. 2 and 6 is 62 or 26) and write the number in their notebooks. The teacher says if they have to add or take away from the number. The pupils roll the dice again and form a two-digit number according to the dice. They write an expression according to the numbers. The pair decides which number comes first. The pairs say the expressions out loud. The pair with the biggest sum/difference gets a point.

Planning, working safely and creating something

Content outcomes

You can:

- use different craft and art equipment safely
- take things back to their place
- clean up after yourself
- list what you need for your work
- name the steps for creating your art work (your plan)
- create your own work of art
- present your artwork to others.

Language outcomes

You can:

- match pictures and words of different materials and tools
- follow written and drawn instructions
- *describe what you did (e.g. what colours/ materials you used)
- describe what you created.

Key words

equipment, paper, cardboard, scissors, pencil, eraser, ruler, glue, brush, markers, crayons, water colours, cup, hammer, saw, nail, needle, thread, string, fabric, felt, pin, knot, draw, cut, mix colours, sketch, mould, wash, clean up, wipe, paint

Key phrases

- What do you need?
  I need paper / cardboard …

- Sew. Fold. Make a knot.
  You need paper and scissors. Go and get them.

- *First/Then/Finally I…
  My title is …
  I used red/green/white paper/paint.
  This is a drawing/painting/collage/…
  It is about….
  My favourite colour is ….
  Thank you for listening.

14. Me as an artist – Planning, working safely and creating something

Teaching materials

Activities

Match pictures and words of arts & crafts equipment

What you need: Arts & crafts equipment flashcards (attachment 14.1), Crafts Equipment Worksheet (attachment 14.2), Arts Equipment worksheet (attachment 14.3), Speaking Frame 1 (attachment 14.4)

The teacher goes through the pictures of equipment one by one. Then the pupils do the worksheet where they connect the picture and the name of the piece of equipment.

The teacher then shows the pupils pictures of different kinds of art and craft works and asks them what equipment has been used for each work. Pupils answer with the help of the speaking frame. This activity can also be done whenever the teacher starts something new with the pupils.

Mute the teacher

What you need: Instructions template (attachment 14.5), Arts & crafts equipment flashcards (attachment 14.1), Art Instructions flashcards (attachment 14.6)

The goal is for the teacher to be quiet during the whole lesson after giving the instructions. The teacher uses flashcards of the equipment and instructions and writes down instructions of each phase of the work on the whiteboard.

Instructions should include the preparation phase, the work phase and the clean-up phase. The teacher can use the instruction template as a model.

*Art exhibition

What you need: a work of art/craft, Speaking Frame 2 (attachment 14.7), Speaking Frame 3 (attachment 14.8)

Pupils hold an art/craft exhibition in the classroom. Each pupil describes their own work and the phases in the making of it. They prepare a short speech about their work with the help of the speaking frame.

Other pupils act like one should in an exhibition and use polite language to comment on the works with the help of the speaking frame

Checklist for good pedagogical practices

	Grade 1	Grade 2
The learning environment is safe and friendly.	☐	☐
The learning environment is rich and supports learning.	☐	☐
I foster learner autonomy		
· by giving learners choices to make	☐	☐
· by teaching learning skills	☐	☐
· by negotiating on decisions about the learning process with learners.	☐	☐
I give learners opportunities for cooperative learning.	☐	☐
I plan my lessons in order to ensure learners speak, write and read more than I do.	☐	☐
I plan my teaching with colleagues.	☐	☐
The intended learning outcomes for language are explicit and visible to my learners.	☐	☐
The oral and/or written language input is extensive.	☐	☐
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	☐	☐
The academic language is visible to learners.	☐	☐
Intended learning outcomes for content are explicit and visible to my learners.	☐	☐
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	☐	☐
The content is academically challenging.	☐	☐
I reflect on learning with my learners.	☐	☐
I reflect on my teaching.	☐	☐

Notes	My moment of success during the last period	My goals for next period
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....

Early spring

15. THIS IS ME

My body

Content outcomes

You can:
- name and point to body parts
- draw and label body parts
- sing a song about the body.

Language outcomes

You can:
- match words and pictures (e.g. emojis) about body parts
- correctly follow instructions (e.g. touch your nose/belly/head/ears)
- fill in the blanks about the body (This is my … These are my …)
- *write the names of body parts
- create a book entitled *My Body*.

Key words
head, hair, neck, chest, arm, hand, stomach, leg, foot, toes, nose, mouth, bum, ears, eyes, feet, fingers

Key phrases
- This is my head/hair/neck

- These are my ears/eyes/feet/fingers.
  I have five fingers.
  I am ____ cm tall.

15. This is me – My body

Teaching materials

Activities

Body parts song

What you need: Body parts song, Body parts flashcards (attachment 15.1), Speaking Frame 1 (attachment 15.2)

The pupils listen to the song and move according to the words. After listening to the song, the teacher puts the body parts flashcards on display and gives the pupils instructions to move their body parts (e.g. Move your head). The pupils react accordingly. The pupils can also play the game in small groups with the help of the speaking frame. One of the pupils gives instructions and the others react.

Draw and label the body parts

What you need: Body Parts worksheet (attachment 15.3), Speaking/Writing Frame 1 (attachment 15.4), notebook

The pupils fill in the body parts worksheet and write short sentences about the body parts with the help of the writing frame. The pupils talk about the body parts in small groups with the help of the speaking frame.

How many?

What you need: How Many Body Parts worksheet (attachment 15.5), Speaking Frame 2 (attachment 15.6), *Writing Frame 1 (attachment 15.7)

The pupils start working individually. They throw a dice and write how many body parts they have in their worksheet. When the worksheet is ready, the children draw a picture according to it.

The pupils get into small groups and ask each other questions about their drawing with the help of the speaking frame.

*The pupils write a short story about the drawing with the help of the writing frame. The children read the story to the group.

Five senses

Content outcomes

You can:

- name all the five senses
- connect senses to body parts
- connect actions to senses
- fill in a chart about what you hear, see, taste, touch and smell
- *explain what something (e.g. during a blind smell, touch, taste test)
  - feels
  - sounds
  - smells
  - tastes
  - looks like.

Language outcomes

You can:

- match words and pictures about senses
- respond correctly to
  - look
  - listen
  - taste
  - smell
  - touch
- *connect verbs and adjectives with the correct senses
- add some elements about the five senses to your picture dictionary
- use some adjectives and adverbs.

Key words
sight, hearing, taste, smell, touch

Key phrases

- Look.
  Taste.
  Listen.
  Smell.

- It feels/sounds/smells/looks/tastes …
  It tastes good/tastes bad/tastes sweet/tastes nice.
  It looks soft/feels soft/feels nice.
  The apple/chocolate tastes good.

- *This tastes good.
  This smells bad.
  I think this is an apple/soap/wood/…

Teaching materials

Scaffolding

Input scaffolding
- Guess What Sense board game
- Using My Senses flashcards

Output scaffolding
- Guess What Sense board game
- Five Senses board game
- Speaking Frame 1
- Writing Frame 1
- Speaking Frame 2
- Using My Senses flashcards

LOTS & HOTS
- describing
- finding
- writing
- telling
- relating
- classifying
- solving
- comparing
- categorising
- identifying

Attachments:
- Attachment 16.1: Five Senses flashcards
- Attachment 16.2: Guess What Sense game board
- Attachment 16.3: Speaking Frame 1
- Attachment 16.4: Five Senses game board
- Attachment 16.5: Writing Frame 1
- *Attachment 16.6: Speaking Frame 2
- *Attachment 16.7: Using My Senses flashcards

Activities

Five senses

What you need: Five Senses flashcards (attachment 16.1), paper/notebook, crayons

First the pupils make up a character in their head (it can be a human, a monster, an alien, etc.) Then the pupils draw and colour in the character and name all five senses in it.

Guess What Sense board game

What you need: Guess What Sense game board (attachment 16.2), Speaking Frame 1 (attachment 16.3)

The teacher goes through the words in the game and the speaking frame together with the pupils.

The pupils play the game in pairs. Pupil 1 chooses one picture from the board. Pupil 2 tries to guess which picture pupil 1 has chosen with the help of the speaking frame. Pupil 1 can only answer using yes or no.

Five Senses board game

What you need: Five Senses game board (attachment 16.4), Writing Frame 1 (attachment 16.5)

The pupils play the game in pairs. They tell each other what the body part they land on is used for, (e.g. I can taste with my tongue). Then they write the sentence in their notebook with the help of the writing frame.

*What can you see? What does it look like?

What you need: Speaking Frame 2 (attachment 16.6), Using my senses flashcards (attachment 16.7),

Before the activity starts the teacher goes through the adjectives in the speaking frame. Then the teacher puts the flashcards on display on the board.

The pupils do the exercise in pairs.

First pupil 1 asks "What can you see/hear/taste/touch/smell?" Pupil 2 answers with the help of the speaking frame and pupil 1 goes and gets the right picture from the board.

Then pupil 1 asks pupil 2 "What does it feel/look/taste/sound/smell like?" Pupil 1 answers with the help of the speaking frame.

Then the pupils switch roles.

Growing up

Content outcomes

You can:

- name five stages of growing up
- *talk about the time you were a baby
  Where were you born?
  Where did you live?
  What did you like?
  What was your favourite toy?
- compare my body today with when I was a baby.

Language outcomes

You can:

- match words and pictures about stages of growing up.
- *draw illustrations (e.g. a comic) comparing yourself as a baby to you today
- ask and answer questions about you as a baby/toddler.

Key words
a baby, a toddler, a child, a teenager, an adult, elderly person, body parts

Key phrases

- This is a baby/a toddler/an adult…

- *I was born in Kuusamo.
  I lived in Kuusamo.
  I liked plums.
  My favourite toy was a toy cat.

Speaking frame:

When I was a baby	my arms my eyes my ears my hair my nose my feet my fingers my legs my toes	was were	blond. brown. black. very short. very small. short. long. pink.

Teaching materials

Scaffolding

Input scaffolding
- Growing up flashcards

Output scaffolding
- Growing up flashcards
- Worksheet 1

LOTS & HOTS
- telling
- naming
- writing
- discussing
- applying
- examining
- finding
- describing

Attachments:
- Attachment 17.1: Growing up flashcards
- *Attachment 17.2: Worksheet 1

Activities

Matching words and pictures about stages of growing up

What you need: Growing up flashcards (attachment 17.1)

The pupils work in pairs. They arrange the stages of growth in the right order. The group then goes through the stages together.

The growing game:

What you need: music on in the background, Growing up flashcards (attachment 17.1)

Before beginning, the group thinks of ways that babies, children, adults and old people could move in the game (e.g. babies crawl, adults walk quickly) so that they can recognise each other.

The teacher goes through the stages of growth. At the beginning of the game all the pupils are babies. The babies crawl on the floor while music is playing. When the music stops, they get into pairs. The pair plays "Rock, paper, scissors". The winner changes into a child and the loser stays as a baby. The next time the music stops, each baby competes with another baby and each child has to find another child. When a child wins "Rock, paper, scissors" he/she changes into an adult and when an adult wins, they change into a grandparent. When a grandparent wins, they win the game.

*When I was a baby

What you need: Worksheet 1 (attachment 17.2)

The teacher goes through the questions on the worksheet. The pupils interview their parents about their time as babies when they get home, and they write the answers on the worksheet. The pupils bring a picture of themselves as a baby to school.

At school the pupils present their work.

Healthy and unhealthy foods

Content outcomes

You can:

- name things you need when having lunch
- classify healthy and unhealthy foods and practices
- *talk about your favourite food
- group
  - vegetables
  - berries
  - fruits
- compare berries and other fruit with other objects.

Language outcomes

You can:

- answer the question: Is this healthy?
- match and connect healthy/unhealthy foods and practices with pictures
- *identify the written form of foods
- write the names of some fruit, vegetables and berries
- compare things.

Key words

napkin, spoon, knife, fork, glass, milk, water, bread, butter, potato, rice, soup, fruit, vegetables, breakfast, lunch, dinner, *tomato, cucumber, lettuce, onion, potato, cabbage, carrot, banana, apple, pear, grape, pepper, salt, basil, dill, parsley, strawberry, blueberry, lingonberry, cranberry, cloudberry, raspberry, root, herb, berry

Key phrases

- *Is this healthy/unhealthy?
  Yes, it is. / No, it's not.

- This is healthy. / This is not healthy.
  This is unhealthy. (e.g. crisps, junk food, candy bars, sodas)

- Too much, too many, too big, bigger than, smaller than

18. Me as a scientist – Healthy and unhealthy foods

Teaching materials

Scaffolding

Input scaffolding
- Food flashcards
- Brain Droplets scaffolding template

Output scaffolding
- Food flashcards
- Brain Droplets scaffolding template
- Writing Frame 1

LOTS & HOTS
- classifying
- naming
- finding
- writing
- listing
- creating
- comparing

Attachments:
- Attachment 18.1: Food flashcards
- Attachment 8.1: Brain Droplets scaffolding template
- *Attachment 18.2: Is this healthy? worksheet
- *Attachment 18.3: Writing Frame 1

Activities

School lunch

What you need: Food flashcards (attachment 18.1), Brain Droplets scaffolding template (attachment 8.1)

The teacher puts flashcards on display around the classroom. Some are connected to school lunch and some are not. Each pupil gets a Brain Droplets scaffolding template and writes all the words that are connected to lunch on the droplets.

The teacher goes through the right words with the pupils. The pupils draw their own lunch tray with food and name them in English.

Sorting healthy and unhealthy foods

What you need: Food flashcards (attachment 18.1)

The pupils work in two teams. One team is Team Healthy Food and the other is Team Unhealthy Food. The teams stand on opposite sides of the gym. The flashcards are spread around the centre of the floor face down.

One member of each team runs to the cards and flips one over. The pupil shouts out the name of the food on the card and the rest of the team show whether the food belongs to their team by putting their thumbs up/down. If the card belongs to the team, the pupil brings the card back to the group. If the card doesn't belong to the team, the pupil flips it back over and returns to their team. When the pupils return to their team, it's another pupil's turn to run to the cards.

*Is this healthy?

What you need: Food flashcards (attachment 18.1), *Is this healthy? worksheet (attachment 18.2), *Writing Frame 1 (attachment 18.3)

The teacher puts the flashcards on display. The pupils get a worksheet with pictures of different kinds of food. First the pupils write the names of the food on the handout. Then they circle the healthy food and cross out the unhealthy food.

The pupils write sentences in their notebooks about the pictures with the help of the writing frame.

Motion

Content outcomes

You can:
- name different ways you can move
- follow instructions
- line up
- follow directions
- speak about school rules
- *explain what you can do during breaks.

Language outcomes

You can:
- match break time activities to pictures
- match movements to pictures
- give and follow oral instructions
- *read and follow written instructions
- describe what not to do and why.

Key words
movement, line up, jump, run, walk, stop, sneak, tiptoe, crawl, skip, *instructions, break, balance, catch, climb, play, pass, kick, roll, hop, throw

Key phrases
- Line up!/Line up in pairs!

- What did you do during break?
  Did you climb in the jungle gym?
  Did you run in the field?
  Did you kick the ball?
  Did you play tag/football/basketball?

Speaking frame:

You shouldn't	hit kick laugh at someone push run inside swear	because	you can hurt people's feelings. you can cause an injury. you can fall. it's rude.

Teaching materials

Scaffolding

Input scaffolding
- Motion flashcards
- School Rules flashcards
- Recess Activities flashcards

Output scaffolding
- Speaking Frame 1
- Speaking Frame 2
- Worksheet 1
- Writing Frame 1

LOTS & HOTS
- telling
- naming
- showing
- choosing
- classifying
- examining
- comparing

Attachments:
- Attachment 19.1: Motion flashcards
- Attachment 19.2: Speaking Frame 1
- Attachment 19.3: School Rules flashcards
- Attachment 19.4: Speaking Frame 2
- *Attachment 19.5: Break time Activities flashcards
- *Attachment 19.6: Worksheet 1
- *Attachment 19.7: Writing Frame 1

Activities

Mime a movement

What you need: Motion flashcards (attachment 19.1), a notebook, Speaking Frame 1 (attachment 19.2)

The teacher asks the pupils what kinds of movements the pupils know. The teacher put the motion flashcards on display. A pupil stands in front of the class and mimes one of the movements. The rest of the group tries to guess which movement the pupil is miming with the help of the speaking frame. The one who guesses correctly is the next one to take turns miming a movement.

After this activity the pupils make a picture dictionary and write the motion words in their notebooks.

The pupil guessing: *Are you jumping/running?*
The pupil miming: *Yes, I am/No, I'm not.*

School rules

What you need: School Rules flashcards (attachment 19.3), Speaking Frame 2 (attachment 19.4)

The teacher introduces the pupils to flashcards of different things that can happen at school. The pupils get their own set of flashcards, which they need to classify into things that you should and shouldn't do.

Then the teacher goes through the answers together with the pupils in the following way.

Teacher: *Should you help a friend/push a classmate?*
Pupil: *Yes, you should/No, you shouldn't.*

Then the pupils can ask each other the same questions.

*Classroom research: What do you like doing at break time?

What you need: Break time Activities flashcards (attachment 19.5), Worksheet 1 (attachment 19.6), Writing Frame 1 (attachment 19.7)

The break time activities flashcards are put on display. The pupils circle around in the classroom asking each other what they like to do during break time using a speaking frame. At the same time they write down the answers.

After the activity the pupils compare the popularity of different break time activities and write about them with the help of the writing frame.

E.g. Skipping is more popular than playing tag.

Mathematics – Time

Content outcomes

You can:

- count the number of minutes in an hour (count to 60)
- *estimate and measure how long certain activities and movements take time.

Language outcomes

You can:

- match words and pictures about time
- place the picture cards in the order you hear them
- listen and read using pictures/picture cards
- *talk and answer questions about your schedule
- keep a diary of daily activities – the time they started and finished.

Key words
time, minute, hour, o'clock, half past, *quarter to/past

Key phrases

- What time is it?
  It's ten o'clock.
  It's half past eleven.
  *It's quarter to/past one.

*Speaking frame:

I	ate breakfast/lunch/dinner played slept walked to school walked home watched TV	at 7:00 at 11:00 at 15:30 at 21:00
It took me ___ minutes/hours.		

Teaching materials

Scaffolding

Input scaffolding
- Time flashcards
- Timetable Story

Output scaffolding
- Time flashcards
- Speaking Frame 1
- Speaking Frame 2

LOTS & HOTS
- describing
- telling
- finding
- relating
- discussing
- writing

Attachments:
- Attachment 20.1: Time flashcards
- Attachment 20.2: Speaking Frame 1
- Attachment 20.3: Timetable Story
- *Attachment 20.4: Speaking Frame 2

Activities

What time is it?

What you need: Time flashcards (attachment 20.1), Speaking Frame 1 (attachment 20.2)

Each pupil has their own set of flashcards. The teacher says different times out loud and the pupils show the card with the right time.

The pupils work in pairs. They ask and answer "What time is it?" in turns with the help of the writing frame.

Pupil 1: *What time is it?*
Pupil 2: *It's seven o'clock.*

Pupil 1 points to the right flashcard.

Timetable story

What you need: Timetable Story (attachment 20.3), Time flashcards (attachment 20.1)

Each pupil has their own set of flashcards. The teacher reads the timetable story. When the pupils hear an expression of time in the story, they choose the right flashcard and raise it up.

*Tell about your timetable

What you need: pupils' own timetables, Speaking Frame 2 (attachment 20.4)

The pupils work in pairs. They talk about their own timetable and answer questions about their schedule with the help of the speaking frame.

Pupil 1: *When do we have lunch?*
Pupil 2: *At eleven o'clock.*

Moving/playing to the rhythm

Content outcomes

You can:
- create rhythms with your body
- create a dance
- repeat a rhythm.

Language outcomes

You can:
- follow instructions
- give instructions
- *teach a dance to your school mates.

Key words
movement, dance, play, body rhythms

Key phrases
- Move.
  Stomp your feet.
  Clap your hands.
  Wave your hands.
  Turn around.
  Jump up, go down.

- *Everybody turn around and clap your hands! Jump up!

21. Me as an artist – Moving/playing to the rhythm

Teaching materials

Scaffolding

Input scaffolding
- Motion flashcards

Output scaffolding
- Speaking Frame 1
- Speaking Frame 2

LOTS & HOTS
- planning
- composing
- designing
- illustrating
- creating
- choosing

Attachments:
- Attachment 19.1: Motion flashcards
- Attachment 21.1: Speaking Frame 1
- *Attachment 21.2: Speaking Frame 2

Activities

Let's move together!

What you need: Motion flashcards (attachment 19.1), Speaking Frame 1 (attachment 21.1)

The teacher puts the flashcards and the speaking frame on display. The teacher puts on some music. The pupils start walking around the room. The teacher calls out a dance movement that the pupils do.

The teacher puts the speaking frame and the flashcards on display. Then it's the pupils' turn to call out the movements. Others repeat and do the movement.

Pupil 1: *Let's jump!*!
Others: *Yes, let's jump together!*

Screenshot of a game

What you need: Motion flashcards (attachment 19.1)

The pupils draw a screenshot of a video game. They design different kinds of obstacles and, using the motion flashcards, they write down how to get past these obstacles.

*Teach a dance!

What you need: Music, *Speaking Frame 2 (attachment 21.2)

The pupils gather in small groups and create their own dance by using the movements that the teacher has taught them in the target language. Each group designs their own dance and teaches it to the other groups with the help of the speaking frame.

Checklist for good pedagogical practices

	Grade 1	Grade 2
The learning environment is safe and friendly.	☐	☐
The learning environment is rich and supports learning.	☐	☐
I foster learner autonomy		
· by giving learners choices to make	☐	☐
· by teaching learning skills	☐	☐
· by negotiating on decisions about the learning process with learners.	☐	☐
I give learners opportunities for cooperative learning.	☐	☐
I plan my lessons in order to ensure learners speak, write and read more than I do.	☐	☐
I plan my teaching with colleagues.	☐	☐
The intended learning outcomes for language are explicit and visible to my learners.	☐	☐
The oral and/or written language input is extensive.	☐	☐
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	☐	☐
The academic language is visible to learners.	☐	☐
Intended learning outcomes for content are explicit and visible to my learners.	☐	☐
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	☐	☐
The content is academically challenging.	☐	☐
I reflect on learning with my learners.	☐	☐
I reflect on my teaching.	☐	☐

Notes	My moment of success during the last period	My goals for next period
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Late spring

Recycling

Content outcomes

You can:
- place different materials and hazardous waste in the correct containers
- advise other people how to recycle
- *measure/research how much paper you/ your class used this week.

Language outcomes

You can:
- recognise and name the written tags on recycle bins
- find information by skimming a text about recycling
- present your research results.
- speak loudly enough to be heard by everyone
- look at the class when you speak.

Key words
cardboard, paper, mixed waste, plastic, glass, metal, bio waste, hazardous waste

Key phrases
- Where does this go?
  It goes in the carton waste / in the biowaste / in the blue box / in the green box.

Teaching materials

Scaffolding

Input scaffolding
- Recycling flashcards
- Recycling labels

Output scaffolding
- Research worksheet

LOTS & HOTS
- finding
- classifying
- writing
- comparing
- discussing
- examining
- investigating
- completing

Attachments:
- Attachment 22.1: Recycling flashcards
- Attachment 22.2: Recycling labels
- Attachment 22.3: Speaking Frame 1
- *Attachment 22.4: Research worksheet
- *Attachment 22.5: Speaking/Writing Frame 1

Activities

Recycling tag

What you need: Recycling flashcards (attachment 22.1), Recycling labels (attachment 22.2), plastic cones

Each pupil gets a picture of some kind of rubbish (e.g. paper towel, a banana peel). In each corner of the gym there is a "recycling bin" for one kind of waste (e.g. cardboard, paper, plastic, bio). The corner areas are also safe zones and should be marked with plastic cones.

One of the pupils is "it". Their area is a circle (or another area marked with plastic cones) in the middle of the gym.

The pupils try to find the right "recycling bin" and go there before the game starts.

When everyone is in their "recycling bin", the person who is it shouts the name of one or several kinds of waste. All those pupils who belong to that kind of waste have to run around the person who is it's area and then go back to their safe zone. Pupils who are caught are then it as well.

When everyone has been caught, the teacher gives a new flashcard for everyone and chooses a new person to be it.

Recycling memory game

What you need: Recycling flashcards (attachment 22.1), Recycling labels (attachment 22.2), Speaking Frame 1 (attachment 22.3)

The recycling flashcards and the labels are placed upside down on the table. The pupils play in pairs and try to match the correct label with the correct rubbish. The label cards should not be removed after a pupil finds a pair, but the rubbish flashcard (recycling flashcard) should. The pupils change turns after one try.

The pupil whose turn it is flips a card and says what it is and where it should be recycled using the speaking frame.

*Recycling research

What you need: *Research worksheet (attachment 22.4), a notebook, a pencil, *Speaking/Writing Frame 1 (attachment 22.5)

The pupils do research at home, attempting to find out what kinds of waste are used in their house during a certain period. They use the research worksheet to collect data and write about the results with the help of the speaking/writing frame.

Finally, the results of the research are presented with the help of the speaking/writing frame.

Plants

Content outcomes

You can:

- name the key parts of a plant
- classify and label plants
- name the needs of a plant
- identify
  - living objects
  - non-living objects
- group living and non-living objects
- research which trees grow near to your home/school yard
- *name and describe three plants and three trees
- justify why a thing is a living or non-living thing.

Language outcomes

You can:

- match words and pictures about parts of a plant and trees
- copy names of trees, e.g. pine, spruce and birch
- describe the results of your research on trees
  - *ask and answer written questions about plants
  - take part actively in pair work.

Key words

flower, tree, stem, leaf, roots, light, water, oxygen, soil, living, non-living, *pine, birch, spruce, rowan tree, willow

Key phrases

- What does the plant need?
  It needs light/water/oxygen/soil.
- Is a tree living or non-living part of nature?
  *What is the difference between a tree and a rock?

23. Me as a scientist – Plants
Teaching materials

Activities

Parts of a plant song

What you need: Parts of a Plant flashcards (attachment 23.1)

The teacher introduces pupils to the parts of plants using the flashcards.
After this the pupils are taught a song.
(Melody of Heads, shoulders, knees and toes.)

Flower (spread you fingers and put your hands on both sides of you head)
Stem (put your hands on your waist)
and leaves (spread your fingers and put your hands on both sides of your waist)
and roots (put your hands on your feet).
Leaves and roots.

Growing a plant

What you need: Parts of a Plant flashcards (attachment 23.1), Parts of a Plant worksheet (attachment 23.2), yogurt cups or similar growing platforms

In the spring the pupils plant some seeds (for example beans, chilli or marigold are quite easy to grow). During the next few weeks there will be changes; you follow the growth with the Parts of a Plant flashcard. Using that you can identify different parts of the growing plants.

When the plant has grown enough so you can seen most of the plant parts mentioned in the flashcard, the pupils get to complete the worksheet.

Living vs non-living board game

What you need: Living and Non-living Things flashcards (attachment 23.3), living vs Non-living board game (attachment 23.4), 2 game pieces, a dice, Speaking/Writing Frame 1 (attachment 23.5)

The board game consists of a route that the pupils follow by throwing a dice on their turn. The game consists of different pictures. These are pictures of either living or non-living objects.

Throw a dice and move forwards according to the number rolled. Then name the picture and say if it is a living or a non-living thing.

*In addition, justify why you think so with the help of the speaking/ writing frame.

Pupil 1: This is a stone. It is a non-living thing.
Pupil 2: The stone is a non-living thing because it doesn't move.

The game can also be played alone and instead of speaking the pupils can write the sentences in their notebooks with the help of the speaking/writing frame.

Mathematics – Shapes and solids

Content outcomes

You can:
- name and draw shapes
- recognise the features of shapes
- find shapes and solids around you
- classify shapes and solids
  - *name solids
  - recognise the features of solids
  - compare the qualities of shapes and solids.

Language outcomes

You can:
- describe the qualities of shapes and solids
- match words and pictures of shapes and solids
- *compare the qualities of shapes and solids
- contrast the qualities of shapes and solids
- compare things.

Key words
square, triangle, rectangle, circle, *cube, cone, sphere, pyramid

Key phrases
- *How many angles/sides does it have?

- Why is it a triangle?
  Because it has three angles and three sides.

- More than, less than, bigger than, smaller than.

Teaching materials

Activities

Finding shapes

What you need: paper, a pencil, Shapes flashcards (attachment 24.1)

The teacher asks the pupils to draw all the shapes they know in their notebooks. Then the teacher puts the flashcards on display and describes the shapes to the pupils. The pupils name all the shapes they can in their notebook.

After this the pupils are asked to look around the classroom for one minute and find all kinds of different shapes that they can see around them and do a tally of all the shapes in their notebook.

Guess the shape

What you need: Guess the Shape board game (attachment 24.3), Speaking Frame 1 (attachment 24.4)

The pupils play the game in pairs.

Pupil 1 chooses one shape from the board. Pupil 2 tries to guess which shape/solid pupil 1 has chosen. Pupil 2 asks questions about the qualities of the shape with the help of the speaking frame. Pupil 1 only answers with a yes or no.

Pupil 1: *Does your shape have three angles?*
Pupil 2: *No.*

Pupil 1 puts a chip on the pictures of shapes that have three angles.

*Classifying solids

What you need: scissors, glue, Everyday Solids flashcards (attachment 24.2), *Everyday Solids handout (attachment 24.5)

The teacher introduces different solids to the pupils.

Each pupil gets the Everyday Solids handout. The teacher asks them to draw a table in their notebooks and then classify the pictures into four different groups (cubes, spheres, cones and pyramids). The pupils cut and glue the pictures in the correct columns.

Spheres	Cubes	Cones	Pyramids

Teacher: *Put the solids into different groups. For example, this is a ball. Which solid is it?*
Pupil: *It is a sphere.*
Teacher: *That's correct! Now cut and glue the ball in the sphere column.*

Programming

Content outcomes

You can:
- create a sequence of commands
- follow a sequence of commands
- identify a sequence of commands.

Language outcomes

You can:
- place the picture cards in the order you hear them
- follow instructions
- *give short directional instructions
- explain what you did to make the robot/friend/teacher move.

Key words
go, turn, forward, backwards, right, left, stop, *first, second, next

Key phrases
- Go backwards.
  Move 2 steps forward.
  Turn left / right.
  Stop!

- *First, I made it turn right/stop.
  Second, I made it turn left.
  Next…

25. Me as a scientist – Programming

Teaching materials

Scaffolding

Input scaffolding
- Directional Instructions flashcards

Output scaffolding
- Directional Instructions flashcards
- Speaking Frame 1

LOTS & HOTS
- telling
- showing
- explaining
- completing
- using
- creating
- planning

Attachments:
- Attachment 25.1: Directional Instructions flashcards
- *Attachment 25.2: Speaking Frame 1

Activities

Learning the basic commands

What you need: Directional Instructions flashcards (attachment 25.1)

The teacher puts the flashcards on display and teaches the basic commands. Pupils repeat the commands and do them together with the teacher. All the commands are repeated 2–3 times. After this the teacher stops showing the commands and pupils show them just by hearing the command. Pupils can also switch places with the teacher.

*I'm a robot/The teacher is a robot

What you need: Directional Instructions flashcards (attachment 25.1)

The teacher puts the flashcards on display.

The pupils give short directional instructions or commands to each other (working in pairs) in the classroom, in the gym or in the school yard. Pupil 1 gives the commands and pupil 2 acts like a robot that has been given the commands. They can also give short commands to the teacher, who acts as a robot. This can be repeated 2–3 times.

*Listen and draw a sequence of commands

What you need: graph paper, a pencil, *Directional Instructions flashcards (attachment 25.1), *Speaking Frame 1 (attachment 25.2)

The pupils have their own sets of flashcards. The teacher calls out the order of the cards and pupils place them in the order they hear them.

Teacher: *First, turn right. Second, go two steps forwards and then stop.*

After this the pupils draw a line that follows the sequence of commands on graph paper.

This is done a couple of times, after which the pupils start doing the same exercise in pairs with the help of the speaking frame.

Musical instruments

Content outcomes

You can:
- name the instruments that are used during music lessons
- recognise the sounds different instruments make
- follow directions on music lessons
- follow music lesson rules.

Language outcomes

You can:
- follow music lesson instructions
- match pictures of and words for instruments
- connect the sound of an instrument to a picture and/or a word
- *tell what feelings sounds/music makes you feel.

Key words

guitar, piano, drum, ukulele, claves, triangle, xylophone, maracas, rainmaker, sing, listen, be quiet, be loud, clap, knock, pat, play

Key phrases

- Can you identify this instrument? What instrument is this?
- It's a guitar/a piano/a drum
- Everybody stand up and sing!
- *This sound/music makes me feel happy/sad/calm/excited.

26. Me as an artist – Musical instruments

Teaching materials

Activities

Can you guess which musical instrument it is?

What you need: Musical Instruments worksheet (attachment 26.1), Names of musical instruments (attachment 26.3)

Pupils get a sheet of paper with pictures of different instruments. The names of the instruments are written on display, (e.g. on pieces of paper spread around the classroom). Pupils find and write down the correct English word for each picture.

Which musical instrument is playing?

What you need: samples of different musical instrument sounds, Musical Instrument flashcards (attachment 26.2)

The teacher plays samples of different musical instrument sounds and the pupils try to recognise the instruments. Each pupil has their own set of flashcards; they need to pick the right musical instrument and show it to the teacher.

Do as the music teacher says!

What you need: Music Lesson Instructions flashcards (attachment 26.4)

The teacher goes through the basic instructions used during music lessons and puts flashcards on display. Then the pupils start walking around the classroom. When the teacher gives an instruction, the pupils mime what the teacher has asked them to do.

This activity can also be done in a "Simon says" style.

*How does this music make you feel?

What you need: samples of different kinds of music, *Speaking Frame 1 (attachment 26.5)

The teacher plays samples of different kinds of music. After each sample the pupils ask the pupils how the music made them feel with the help of the speaking frame.

Checklist for good pedagogical practices

	Grade 1	Grade 2
The learning environment is safe and friendly.	☐	☐
The learning environment is rich and supports learning.	☐	☐
I foster learner autonomy		
· by giving learners choices to make	☐	☐
· by teaching learning skills	☐	☐
· by negotiating on decisions about the learning process with learners.	☐	☐
I give learners opportunities for cooperative learning.	☐	☐
I plan my lessons in order to ensure learners speak, write and read more than I do.	☐	☐
I plan my teaching with colleagues.	☐	☐
The intended learning outcomes for language are explicit and visible to my learners.	☐	☐
The oral and/or written language input is extensive.	☐	☐
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	☐	☐
The academic language is visible to learners.	☐	☐
Intended learning outcomes for content are explicit and visible to my learners.	☐	☐
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	☐	☐
The content is academically challenging.	☐	☐
I reflect on learning with my learners.	☐	☐
I reflect on my teaching.	☐	☐

Notes	My moment of success during the last period	My goals for next period
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