

Helsinki

# Handbook for Bilingual Education

English-enriched teaching and learning  
Grades 3–4

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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 3–4. 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.

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Development Services  
City of Helsinki - Education Division



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# 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.

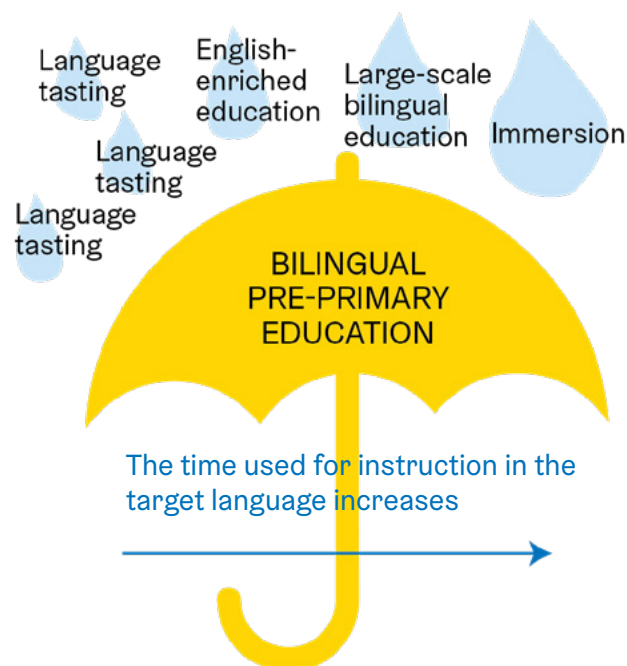
The amount of use of English in the language-enriched programme in Helsinki is 10–25%. Pupils in the English-enriched programme learn a minimum of 10% of their content subjects in English (this percentage does not include English language lessons). Teachers of an English-enriched programme also use English 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?
<b>Immersion</b>	100% of the day. One target language.	During all routines and all lessons (except Finnish) every day.
<b>Large-scale bilingual education</b>	< 25% of the day. One target language.	Minimum four lessons per week + classroom routines.
<b>English-enriched education</b> (also known as small-scale bilingual education)	> 25% of the day. One target language.	Maximum four lessons per week + classroom routines.
<b>Language tasting</b>	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.

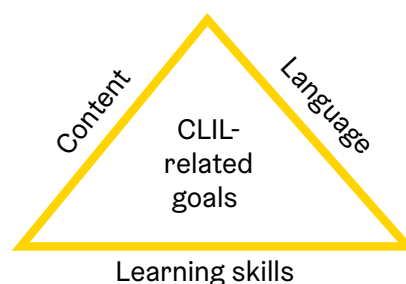
When the language of instruction changes, many of the working methods have to change as well. The teacher has to use a lot of **scaffolding** (e.g. pictures) when teaching new content in the target language and needs to make sure that pupils understand the content, even when they do not fully understand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



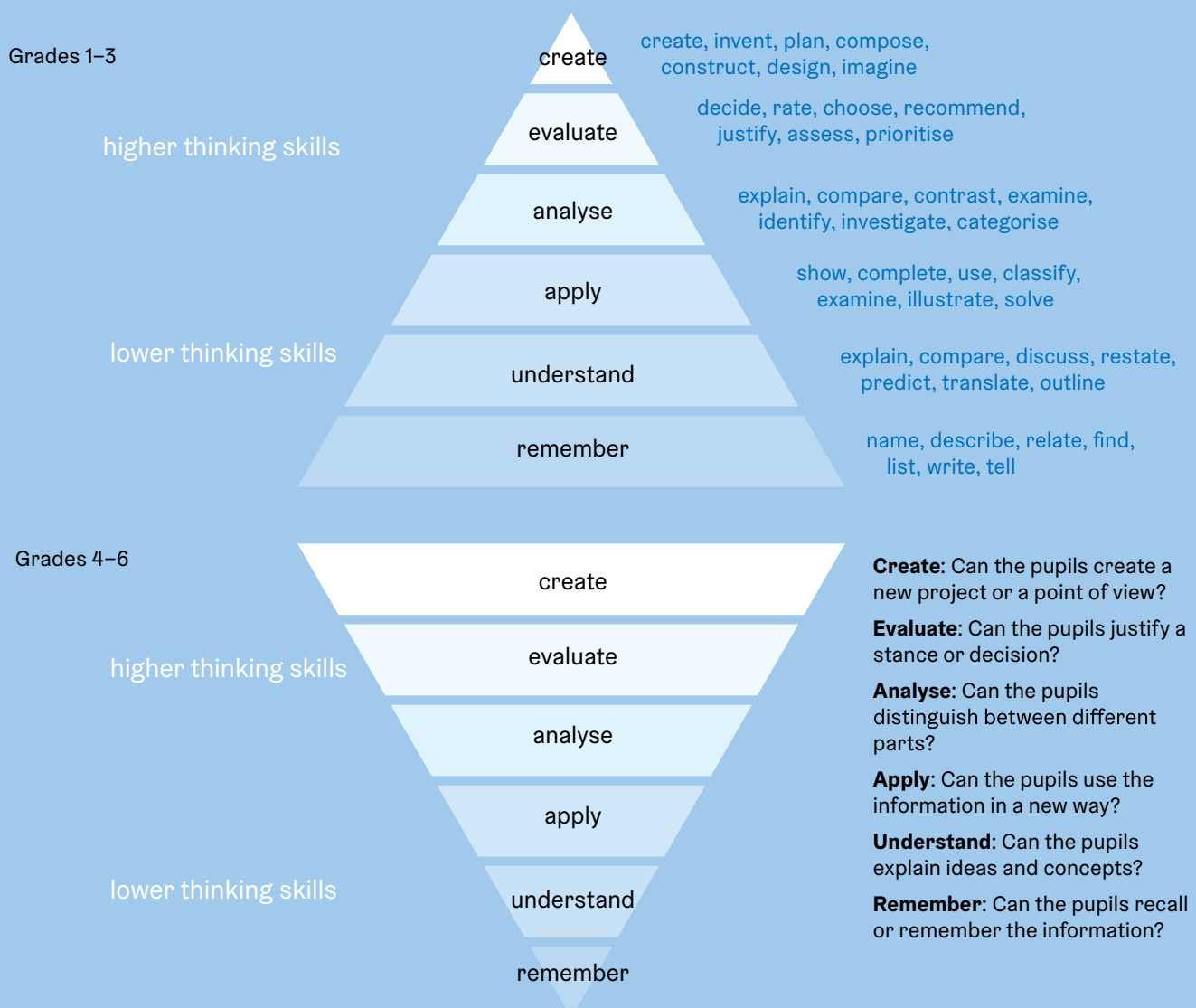
The language emerging in CLIL contexts can be divided into three different categories:

- **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.



## 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.

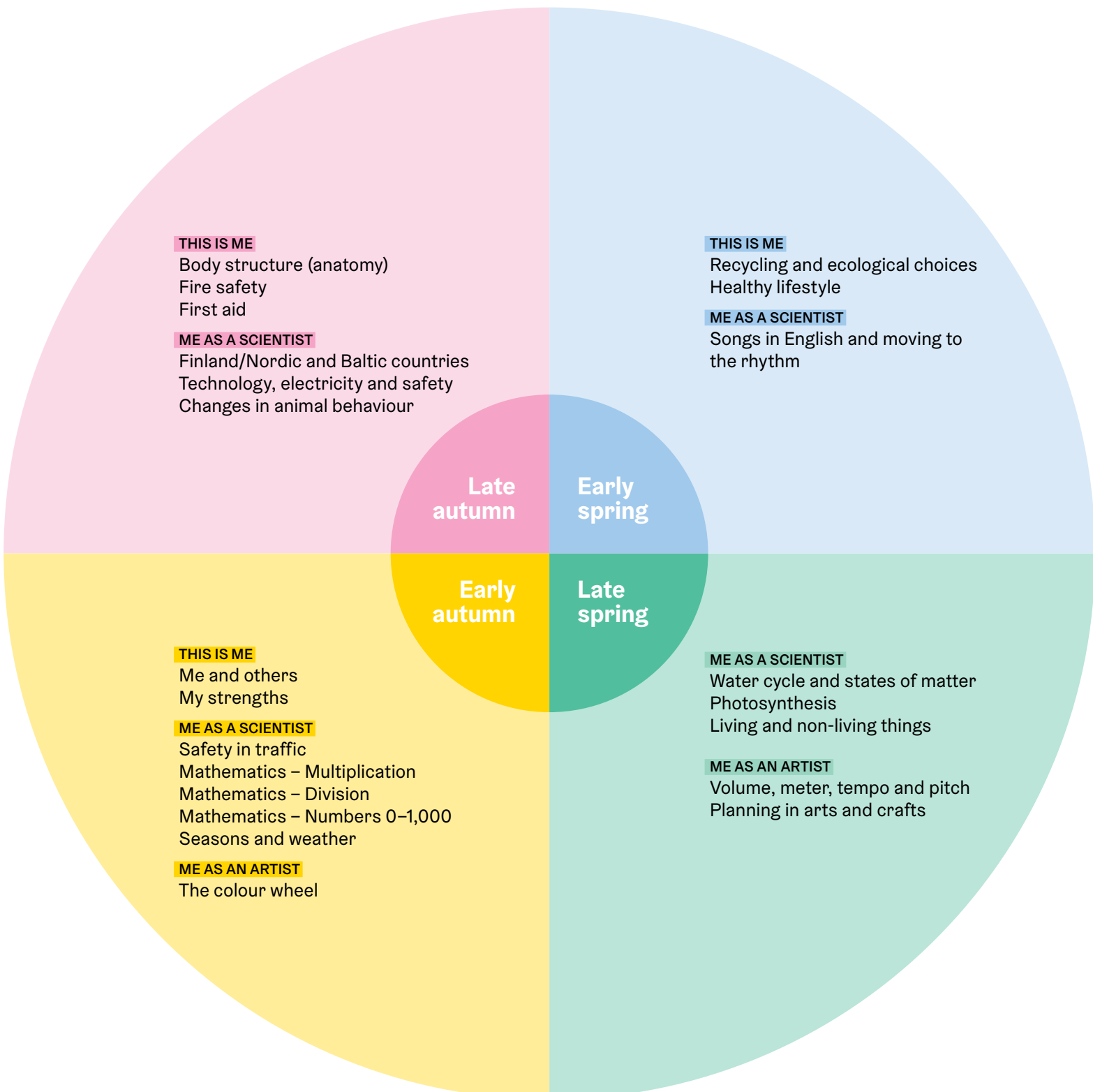
**Attachments** include the writing and speaking frames, worksheets and flashcards needed for class activities. You can find the attachments at the end of the handbook.

**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.

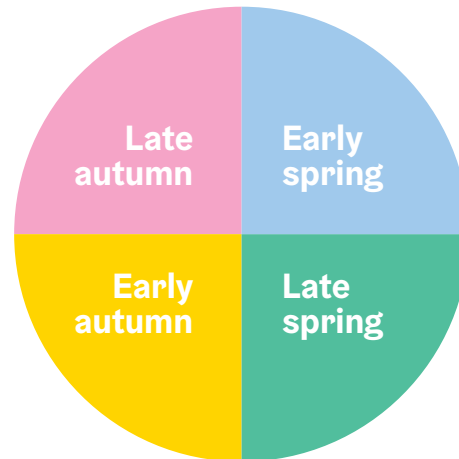




## How to read the handbook

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 4th grade.

The theme

The content

**14. ME AS A SCIENTIST**

## Changes in animal behaviour

Content outcomes

You can:

- describe the changes in animal behaviour during each season.

Language outcomes

You can:

- discuss the changes in animal behaviour
- read a longer text about animal behaviour during different season and summarise (paraphrase) in Finnish what it says
- create your own word and phrase bank for speaking about animal behaviour during different seasons
- use a model to describe seasonal changes in animal behaviour.

**Key words**  
dormancy, hibernation, migration, fur changes colour, adaptation

**Speaking frame:**

	winter	squirrels storage food.
In	summer	birds fly south/migrate.
	spring	bears hibernate.
	autumn	birds build nests.
		animals mate.

**Writing frame:**

A year in a bear's life

In spring, baby bears are born. In summer, bears eat lots of food. In autumn, bears eat more, and build a den. In winter, they sleep (hibernate).

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

The parts of the handbook written in \*blue are suggestions for the outcomes and examples for the 4th grade.

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

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

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14. Me as a scientist – Changes in animal behaviour

## Teaching materials

### Scaffolding

#### Input scaffolding

- Forest animal flashcards
- Text 1

#### Output scaffolding

- Speaking frame 1
- Writing frame 1
- Worksheet 1

#### LOTS & HOTS

- remember
- analyse
- report
- list

#### Attachments:

- Attachment 14.1: Forest animals flashcards
- Attachment 14.2: Speaking frame 1
- Attachment 14.3: Writing frame 1
- \*Attachment 14.4: Text 1
- \*Attachment 14.5: Worksheet 1

### Activities

#### What animal am I?

**What do you need:** Forest animal flashcards (attachment 14.1), Speaking frame 1 (attachment 14.2), tape, marker.

The pupils are shown the animal flashcards. Then, the teacher tapes an animal name on each pupil's forehead. The task of each pupil is to ask yes/no questions to find out which animal they are with the help of Speaking frame 1.

#### A Year in A Bear's Life

**What do you need:** Writing frame 1 (attachment 14.3)

The pupils work in pairs or individually. With the help of Writing frame 1, they write a short text about an animal of their choice. In the end, they read their texts to each other or to the whole group.

#### \*Four seasons of forest animals.

**What do you need:** Text 1 (attachment 14.4), Worksheet 1 (attachment 14.5)

The pupils work either in pairs or individually. They read the text "Winter in the Forest" out loud to each other. The teacher can also read it to the pupils first. Then they work in pairs or groups of three and fill in the missing information in Worksheet 1.

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 4th grade.

In the PDF version you'll find the attachments of each season attached to the PDF document.

Links to the attachments: [Early Autumn](#), [Late Autumn](#), [Early Spring](#), [Late Spring](#).

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 3 Grade 4

<b>The learning environment is safe and friendly.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The learning environment is rich and supports learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I foster learner autonomy</b>		
• by giving learners choices to make	<input type="checkbox"/>	<input type="checkbox"/>
• by teaching learning skills	<input type="checkbox"/>	<input type="checkbox"/>
• by negotiating on decisions about the learning process with learners.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I give learners opportunities for cooperative learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I plan my lessons in order to ensure learners speak, write and read more than I do.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I plan my teaching with colleagues.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The intended learning outcomes for language are explicit and visible to my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The oral and/or written language input is extensive.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I am scaffolding language input and output</b> (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>The academic language is visible to learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Intended learning outcomes for content are explicit and visible to my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I am scaffolding content</b> (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.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>The content is academically challenging.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I reflect on learning with my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I reflect on my teaching.</b>	<input type="checkbox"/>	<input type="checkbox"/>

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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# 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.

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## 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!

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## 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

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## 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!



**Topics**

# Early autumn

## 1. THIS IS ME

# Me and others

### Content outcomes

You can:

- define and list the qualities of a good friend
- explain school and classroom rules
- list and discuss about good manners
- distinguish between good and bad manners.

### Language outcomes

You can:

- use adjectives to describe a good friend
- write a simple text about a good friend
- list and discuss the school and classroom rules
- correctly copy the classroom rules and the list of good manners
- create a poster of your top three classroom rules
- match words and pictures about good manners.

### **Key words**

team spirit, bullying

### **Key phrases**

- A good friend is helpful/kind/friendly/fair/nice/brave.
- Help others  
Raise your hand  
Listen.  
Be polite. (please, thank you)  
Don't bully.  
Play with everyone.  
Be a good friend.  
Listen to instructions.



## 1. This is me – Me and others

# Teaching materials

### Scaffolding

#### Input scaffolding

- Friendship adjectives flashcards
- Friendship traits flashcards
- Speaking frame 1

#### Output scaffolding

- Friendship adjectives flashcards
- Friendship traits flashcards
- Writing frame 1

### LOTS & HOTS

- list
- write
- explain
- categorise
- choose
- decide

### Attachments:

- Attachment 1.1: Friendship adjectives flashcards
- Attachment 1.2: Friendship traits flashcards
- Attachment 1.3: Speaking frame 1
- Attachment 1.4: Classroom rules flashcards
- [\\*Attachment 1.5: Writing frame 1](#)

## Activities

### Friendship traits

**What do you need:** Friendship adjectives flashcards (attachment 1.1), Friendship traits flashcards (attachment 1.2), Speaking frame 1 (attachment 1.3)

What are the good qualities of a friend? The pupils think of traits that they find essential in a good friend and list them on the chalk/whiteboard.

Then the pupils work in small groups. The pupils sort the friendship adjectives flashcards into two piles: the good and the bad traits. All the pupils choose one trait that is their own best feature and one trait that you should avoid as a friend.

The pupils go to new groups and tell about the cards they picked up in the last group, with the help of Speaking frame 1.

### Classroom rules

**What do you need:** big paper and pencils, Classroom rules flashcards (1.4)

The teacher introduces the classroom rules flashcards to the pupils. The pupils can also give their own suggestions for classroom rules.

Then the teacher asks the pupils to form groups and choose the three most important rules for their group.

When the groups have chosen three rules that are the most important for them, the pupils vote for the classroom rules by telling their choices to other pupils and the teacher.

The teacher keeps a record of all the votes. The five most popular rules are chosen for the classroom rules.

Finally, the pupils write the rules on a big poster and put it on display in the classroom. Everyone signs the new rules and that way they commit to the new rules.

### \*Writing about a good friend

**What do you need:** Friendship adjectives flashcards (attachment 1.1), [Writing frame 1 \(attachment 1.5\)](#)

The pupils write a short story or a text about a good friend with the help of the friendship adjectives flashcards and the writing frame.

The pupils work in small groups and read their texts to the rest of the group.

## 2. THIS IS ME

# \*My strengths

### Content outcomes

You can:

- name different strengths (using visual aids)
- talk about
  - your strengths
  - your friend's strengths
- name three different situations in which you use your strengths
- name strengths that you want to develop
- discuss how you can develop new strengths.

### Language outcomes

You can:

- make a well-organised presentation about your strengths (e.g. a hand of strengths)
- describe what strength you will build and how
- take part actively in classroom discussions and group work (when speaking to each other).

### **Key words**

strengths, humor, curiosity, self-control, gratitude, creativity, compassion, love of learning, hope, love, teamwork, grit, social intelligence, bravery, zest, kindness, forgiveness, perspective, judgment, leadership, appreciation, prudence, fairness, honesty, spirituality, humility

### **Internet resource:**

Huomaa hyvä (video) [bit.ly/HB-001](https://bit.ly/HB-001)

VIA institute (webpage) [bit.ly/HB-002](https://bit.ly/HB-002)

### **Speaking frame**

on page 27.

## 2. This is me – My strengths

# Teaching materials

### Scaffolding

#### Input scaffolding

- Strength cards

#### Output scaffolding

- Speaking frame 1
- Writing frame 1
- Writing frame 2

#### LOTS & HOTS

- write
- use
- choose
- explain
- predict
- complete
- examine
- classify

#### Attachments:

- Attachment 2.1: Strength cards
- \*Attachment 2.2: Writing frame 1
- \*Attachment 2.3: Writing frame 2
- \*Attachment 2.4: Speaking frame 1

## Activities

### My strengths

**What do you need:** Strength cards (attachment 2.1), ipad/cell phone for taking pictures

What do the strengths look like? The teacher goes through the strength cards with the pupils. The pupils work in small groups and mime the strengths. They take photos or make small plays of the situations where some of these strengths are shown. The pupils present their work and the rest of the group tries to guess which strength(s) are shown in them.

### \*Developing your strengths

**What do you need:** Strength cards (attachment 2.1), Writing frame 1 (attachment 2.2), Writing frame 2 (attachment 2.3)

The pupils choose a strength they would want to learn or improve. Then they make a checklist for themselves on how to act/ behave to actively try to improve this strength with the help of a Writing frame 1.

Then, with the help of a Writing frame 1, the pupils write a diary for a week where they tell how they practised that strength.

### \*Conversation about strengths

**What do you need:** Speaking frame 1 (attachment 2.4)

With the help of Speaking frame 1, pupils talk about strengths in pairs. First they tell about their own greatest strengths and then they tell about their pair's greatest strengths.



**Speaking frame:**

What are your strengths? What are my key strengths?		
My key strength is	appreciation of beauty & excellence bravery curiosity fairness forgiveness gratitude honesty hope humility humor judgement kindness leadership love love of learning perseverance perspective prudence self-regulation social intelligence	because I explore new place and I enjoy reading about <i>rockets</i> .
My two greatest strengths are		because I help others. I do favours for others.  because I don't give up. I finish what I start.  because I...
Your key strength is		because you explore new place and you enjoy reading about <i>rockets</i> .  because you help others.  because you do favours for others.
Your two greatest strengths are		because you don't give up.  because you finish what I start.  because you...

I would like to practise	appreciation of beauty & excellence bravery curiosity fairness forgiveness gratitude honesty hope humility humour judgement kindness leadership love love of learning perseverance perspective prudence self-regulation social intelligence	telling the truth.  by being nice.  by listening to others.  by thinking positively.  by reading stories about my heroes.  by asking adults what they are grateful for.  by...
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### 3. ME AS A SCIENTIST

# Safety in traffic

#### Content outcomes

You can:

- explain traffic rules for pedestrians
- explain the meaning of five traffic signs
- cross the road safely
- \*use public transport safely
- explain how to get from A to B by
  - using public transport
  - walking.

#### Language outcomes

You can:

- use speaking frames to give clear directions
- use gestures to give directions
- role-play buying a ticket / \*helping a friend or tourist find their way (e.g. to the football game)
- to memorise phrases to say to use when buying a ticket
- explain to a foreign student how to cross the road safely.

#### **Key words**

pedestrian, pavement, bridge, reflector, helmet, traffic sign, zebra crossing, crossing, \*ticket, single fare, return ticket, children's ticket, bicycle, platform, bus stop, coach, bus driver, passenger, pedestrian, cyclist

#### **Key phrases**

- Go straight on.  
Turn left/right.  
On your left there is \_\_\_\_\_.  
Go down/up the stairs.  
Go past the church.
- \*Take the bus/bus number X \_\_\_\_\_.  
Get off the bus at \_\_\_\_\_.
- Take the tram/metro/train/ferry to \_\_\_\_\_.
- How do you get to \_\_\_\_\_?  
When is the next bus to \_\_\_\_\_ ?  
When does the next metro go to Matinkylä?  
Which bus should I take to \_\_\_\_\_ ?  
Does this bus go to ...?  
Where do I get off?
- Where can I buy a ticket for \_\_\_\_\_ ?  
How much does it cost?

# Teaching materials

## Scaffolding

### Input scaffolding

- Traffic flashcards
- Scaffolding traffic lights

### Output scaffolding

- Speaking frame 1
- Speaking frame 2
- Scaffolding traffic lights
- An example of a price list
- Writing frame 1

## LOTS & HOTS

- explain
- write
- use
- decide
- choose

## Attachments

- Attachment 3.1: Traffic flashcards
- Attachment 3.2: Speaking frame 1
- Attachment 3.3: Scaffolding traffic lights
- Attachment 3.4: Speaking frame 2
- Attachment 3.5: An example of a price list
- [\\*Attachment 3.6: Writing frame 1](#)

## Activities

### Traffic police

**What do you need:** Traffic flashcards (attachment 3.1), Speaking frame 1 (attachment 3.2), Scaffolding traffic lights (attachment 3.3)

The teacher shows pupils the five most common pedestrian traffic signs (E.g. the crosswalk sign, the bike lane sign, the shared bike and pedestrian sign, the pedestrian walking sign and the living street sign).

The pupils work in small groups. In each group, one of the pupils is the traffic police. The traffic signs are spread around the classroom. With the help of a speaking frame, the traffic police asks questions from the group and they have to answer by going to the right sign and acting accordingly (ex. “Where can I cross the road safely?” or “Where am I allowed to ride a bike?”). The traffic police gives feedback to the group by using the scaffolding traffic lights.

The pupils change roles so that everyone gets to be the traffic police.

### Ticket booth

**What do you need:** Speaking frame 2 (attachment 3.4), play money, An example of a price list (attachment 3.5)

The pupils work in small groups. One of the pupils is the ticket seller and the rest of the group are customers. All the pupils choose where they want to travel and buy a ticket with the help of the speaking frame. The seller uses the price list and tells how much the ticket costs. The pupils change roles.

### \*Find the way

**What do you need:** A map of a city, Writing frame 1 (attachment 3.6)

The pupils work in pairs. Pupil 1 decides where he/she is and where he/she is going. Pupil 2 looks at the map and guides pupil 1 to the chosen location with the help of a speaking frame.

The pupils write the instructions from A to B with the help of Writing frame 1.

#### 4. ME AS A SCIENTIST

# Mathematics – Multiplication

## Content outcomes

You can:

- understand the link between addition and multiplication by
  - connecting pictures and expressions together
  - drawing pictures of expressions
- use manipulatives to solve multiplications
- memorise times tables for 1–10
- name the parts of a multiplication number sentence
- use multiplication to solve math problems.

## Language outcomes

You can:

- chant/sing/rap the times tables for 1–10
- use mathematical terms correctly.

## **Key words**

addition, times tables for 1–10, multiplier, multiplicand, product



# Teaching materials

## Scaffolding

### Input scaffolding

- Fitness exercise flashcards
- Number cards

### Output scaffolding

- Speaking frame 1
- Speaking frame 2
- Writing frame 1
- Speaking frame 3

## LOTS & HOTS

- relate
- find
- tell
- use
- complete
- explain
- solve
- illustrate
- examine

### Attachments:

- Attachment 4.1: Fitness exercise flashcards
- Attachment 4.2: Speaking frame 1
- Attachment 4.3: Speaking frame 2
- Attachment 4.4: Number cards
- \*Attachment 4.5: Speaking frame 3

## Activities

### Multiplication fitness

**What do you need:** gym hall, Fitness exercise flashcards (attachment 4.1), Speaking frame 1 (attachment 4.2)

This exercise can be done during P.E. class. Pupils choose different fitness exercises that they will do: for example push-ups, chin-ups, ab exercises, line running, squats. Every pupil can then decide how many repetitions they will make and how many times they will repeat the same exercise. Each pupil will also write these on a paper. They will then do the exercises and count how many times they did these exercises.

After each exercise the student will have to run to the teacher and tell how many repetitions of each movement they did.

### Mathematical sentences

**What do you need:** Number cards (attachment 4.4), Speaking frame 2 (attachment 4.3)

First, the teacher revises the terms of a mathematical sentence: multiplication, multiplier, multiplicand, product.

The pupils will then make mathematical sentences in pairs. The pupils will be sitting back to back. One pupil will say the sentence by using the Speaking frame 1.

The other pupil will then write the mathematical sentence by using the number cards and fill out the product. The first pupil checks if it's correct. Then they will change roles.

### \*Order of operations and parentheses

**What do you need:** Number cards (attachment 4.4), Speaking frame 3 (attachment 4.5)

Pupils make mathematical riddles for each other by using the number cards. They will only put the numbers on display and leave an empty space between them.

The pupil solving the riddle must solve where the multiplication/division/addition/subtraction sign, equals to sign and possible brackets should be. For example:

$$5 \_ 5 \_ 4 \_ 40 \rightarrow (5+5)*4=40$$

The pupil has to explain how to calculate the sentence by using the Speaking frame 3.

## 5. ME AS A SCIENTIST

# Mathematics – Division

### Content outcomes

You can:

- use manipulatives when
  - sharing equally
  - grouping for division
- connect pictures of division and division expressions together
- understand the link between division and multiplication
- name the parts of the division number sentence
- [use division to solve maths problems.](#)

### Language outcomes

You can:

- use mathematical terms correctly.

### **Key words**

divider, dividend, quotient, equal, sharing equally, grouping for division

# Teaching materials

## Scaffolding

### Input scaffolding

- Division poster
- Candy shop flashcards
- Number cards
- Place value mat

### Output scaffolding

- Speaking frame 1
- Number cards
- Place value mat
- Worksheet 1

## LOTS & HOTS

- find
- tell
- use
- explain
- solve
- illustrate
- show
- choose

## Attachments:

- Attachment 5.1: Division poster
- Attachment 5.2: Writing frame 1
- \*Attachment 5.3: Candy shop flashcards
- \*Attachment 5.4: Speaking frame 1
- \*Attachment 5.5: Place value mat
- \*Attachment 5.6: Worksheet 1

## Activities

### Autumn division

**What do you need:** Division poster (attachment 5.1), Writing frame 1 (attachment 5.2), pen and paper, camera

This class will take place outside. First the teacher revises the terms used in division with the help of the division poster.

The pupils collect things that can be found outside in the autumn: pine cones, rocks, sticks, berries, etc. The pupils will then use these objects to illustrate division and take pictures of them (for example, they can collect 20 pine cones and make five circles in the sand or using chalk).

They take a picture of the calculation. The pictures are printed out and the pupils will write a division story of their own picture on a piece of paper with the help of the Writing frame 1.

Then the teacher spreads the pictures around the classroom, collects and mixes the stories and gives one story to each pupil. The pupils will have to find the matching picture to the story they are given.

Then the teacher collects and mixes the stories again and the same exercise is repeated.

### \*In a candy shop

**What do you need:** Candy shop flashcards (attachment 5.3), Speaking frame 1 (attachment 5.4)

In this exercise the pupils will practice buying and selling. They will also have to find out how many treats they can buy with the money they have.

The pupils form pairs. One of the pupils is the owner of the candy shop and the other is a customer.

The pupil who plays the customer is given play money (1-5 euros) and will have to buy something from the candy shop with the help of the Speaking frame 1. The pupil playing the owner of the candy shop will also use the Speaking frame 1.

### \*Dividing by place value

**What do you need:** Base ten blocks, Place value mat (attachment 5.5), Worksheet 1 (attachment 5.6)

Using the base ten blocks and place value mat, the pupils try to solve mathematical problems in Worksheet 1.

## 6. ME AS A SCIENTIST

# Mathematics – Numbers 0–1,000

### Content outcomes

You can:

- count from 0 to 1,000 (including backwards)
- regroup the numbers into ones, tens, hundreds, thousands (place value)
- say the numbers 0–1,000 in English
- compare magnitudes
- add and subtract the numbers 0–1,000 vertically
- create maths problems.

### Language outcomes

You can:

- write and name the numbers 0–1,000
- speak clearly and loudly enough that everyone can hear you
- correctly use expressions
  - greater than
  - less than.

### **Key words**

numbers 0–1,000, base-10 system, decimal system, place value, ones/tens/hundreds/thousands

# Teaching materials

## Scaffolding

### Input scaffolding

- Place value mat
- Place value poster

### Output scaffolding

- Place value mat
- Worksheet 1

## LOTS & HOTS

- name
- describe
- show
- solve
- complete
- compare
- decide

## Attachments:

- Attachment 5.5: Place value mat
- Attachment 6.1: Place value poster
- Attachment 6.2: Worksheet 1

## Activities

### Place value

**What do you need:** Place value mat (attachment 5.5), Place value poster (attachment 6.1), Worksheet 1 (attachment 6.2)

The teacher revises the familiar place values: ones, tens and hundreds. Thousands are introduced as a new place value. The pupils are given a place value mat. The teacher says a number and the pupils have to place it on the place value mat. Then the teacher asks:

The teacher: *How many ones/tens/hundreds/thousands does this number have?*

The student: *It has five thousands/two hundreds, etc.*

After this, together with the teacher, the pupils investigate what happens when there are 10 of a given value, for example ten ones = one ten, ten tens = one hundred, ten hundreds = one thousand. Then the teacher can revise what they have just discovered by using a place value poster.

Finally, the pupils are given Worksheet 1 in which pupils will further practice the place values.

### Place value fitness

**What do you need:** gym hall, exercise mats

This exercise should be done during P.E. class. The pupils decide an exercise for each: thousands, hundreds, tens, ones. Everyone gets their own exercise mat. Open up an online random number generator and set the minimum value at 1,000 and the maximum at 9,999.

The pupils get to randomly generate a value and do the amount of decided exercises. For example, for the number 4,389 pupils do 4 thousands-moves (e.g. push-ups), 3 hundreds-moves, 8 ten-moves and 9 one-moves.

The pupil who generates the numbers gets to pass that round of exercise and answers questions asked by the teacher:

*What number is in the hundreds? What is the place value of number 6?*

### \*Dice calculations

**What do you need:** dice (preferably 10-sided, virtual dice work as well)

The pupils create calculation exercises by using dice. The first die-roll decides the value for thousands, the second for the hundreds and so on. Then they will roll the dice to get another 4-digit number and add/subtract it from the first one (can later be used for multiplication as well).

The pupils can also play this in pairs, where they say the numbers for each other. Then they will tell the place values and the other pupil will write the calculations on their notebooks.

*E.g. In this number, there are 5 thousands, 4 hundreds, 3 tens and 9 ones.*

## 7. ME AS A SCIENTIST

# Seasons and weather

### Content outcomes

You can:

- place the months in the right order
- identify the seasons
- list the characteristics of each season in Southern Finland
- explain the difference between seasons
- explain the differences in seasons between the south and north of Finland
- match months and seasons
- describe the changes in nature in each season
- create and fill in an observation sheet about changes in the weather
- present a weather report.

### Language outcomes

You can:

- summarise an English text in Finnish
- group words and phrases about the weather
- create your own word and phrase bank for speaking about weather
- present a weather report
- compare and contrast seasons
- use a model to describe seasonal changes nature.

### **Key words**

January, February, March, April, May, June, July, August, September, October, November, December, temperature, thermometer, thermal insulation

### **Speaking frame:**

In	winter summer spring autumn	the day lasts longer. birds fly south. leaves change colour. plants start to grow. the sun rises at 9.00 am. the sun sets at 21.00 pm. the days are darker.
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# Teaching materials

## Scaffolding

### Input scaffolding

- Weather flashcards
- Season cards
- Month cards

### Output scaffolding

- Speaking frame 1
- Worksheet 1
- Speaking frame 2
- Writing frame 1

## LOTS & HOTS

- find
- describe
- compare
- predict
- discuss
- examine
- investigate
- plan
- create

### Attachments:

- Attachment 7.1: Weather flashcards
- Attachment 7.2: Worksheet 1
- Attachment 7.3: Speaking frame 1
- Attachment 7.4: Season cards
- Attachment 7.5: Month cards
- Attachment 7.6: Speaking frame 2
- Attachment 7.7: Writing frame 1

## Activities

### Weather report

**What do you need:** a map of Finland, Weather flashcards (attachment 7.1), Worksheet 1 (attachment 7.2), Speaking frame 1 (attachment 7.3)

First, the pupils name the different kinds of weather on a worksheet. Then the teacher asks one of the pupils to give a weather report on a map of Finland and secretly tells the pupil what season it is. With the help of the speaking frame the pupil gives the weather report and the others try to guess which season it is.

### Different seasons

**What do you need:** Season cards (attachment 7.4), Month cards (attachment 7.5), Weather flashcards (attachment 7.1), Speaking frame 2 (attachment 7.6)

The pupils match months and seasons using flashcards. Then, with the help of Speaking frame 2, they describe the weather during different months.

### \*My opinion about seasons

**What do you need:** Season cards (attachment 7.4), Writing frame 1 (attachment 7.7)

The teacher puts the season cards on the whiteboard. The pupils will have to come up with different activities for each season. The teacher or the pupils themselves write the activities under the right seasons.

Then the teacher can revise the weather words with the help of the weather flashcards.

After this, with the help of Writing frame 1, the pupils write what they think about each season.

## 8. ME AS AN ARTIST

# The colour wheel

### Content outcomes

You can:

- draw and colour in a colour wheel
- name the primary, secondary and tertiary colours
- mix colours.

### Language outcomes

You can:

- follow the teacher's instructions for making a colour wheel.

### Speaking frames:

Yellow Blue Red	is a primary colour.
Purple Orange Green	is a secondary colour.
Blue-green Yellow-green Yellow-orange Red-orange Red-purple Blue-purple	is a tertiary colour.

To make	green orange black purple	you mix	blue and yellow. red and yellow. all primary colours together. red and blue.
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When you mix	blue and yellow red and yellow blue and red	you get	green. orange. purple.
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# Teaching materials

## Scaffolding

### Input scaffolding

- An example of the Goethe triangle
- Worksheet 1

### Output scaffolding

- Speaking frame 1
- Worksheet 1

## LOTS & HOTS

- create
- plan
- compare
- describe

## Attachments

- Attachment 8.1: An example of the Goethe triangle
- Attachment 8.2: Speaking frame 1
- Attachment 8.3: Worksheet 1
- Attachment 8.4: Speaking frame 2
- \*Attachment 8.5: Speaking frame 3

## Activities

### The Goethe triangle

**What do you need:** paper, ruler, pencil, watercolours, An example of the Goethe triangle (attachment 8.1), Speaking frame 1 (attachment 8.2)

First, the pupils need paper, a ruler and a pencil. Then they draw a triangle on the paper and divide it in 9 equal-sized triangles. In each corner there will be primary colours, between each primary colour are the secondary colours and between the secondary colours are the tertiary colours. With the help of the teacher, the pupils will mix and paint the colours.

The teacher:

*What colours do you need to mix to make green/purple/orange?  
What colours do you need to mix to make this tertiary colour?*

After finishing their work, the pupils talk about the colours in their triangle with the help of Speaking frame 1.

### Mixing colours and giving feedback

**What do you need:** Worksheet 1 (attachment 8.3), watercolours, Speaking frame 2 (attachment 8.4)

The pupils use watercolours and try out different colour mixes. They are then given Worksheet 1 where they need to mix different colours.

After finishing their work, the pupils give feedback on each other's work by using Speaking frame 2.

### \*Presentation of the colour wheel

**What do you need:** Worksheet 1 (attachment 8.3), Speaking frame 3 (attachment 8.5)

The pupils use watercolours and mix different colours. After finishing their work, the pupils present the principles of the colour wheel with the help of Speaking frame 3.

# Checklist for good pedagogical practices



	<b>Grade 3</b>	<b>Grade 4</b>
<b>The learning environment is safe and friendly.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The learning environment is rich and supports learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I foster learner autonomy</b>		
• by giving learners choices to make	<input type="checkbox"/>	<input type="checkbox"/>
• by teaching learning skills	<input type="checkbox"/>	<input type="checkbox"/>
• by negotiating on decisions about the learning process with learners.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I give learners opportunities for cooperative learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I plan my lessons in order to ensure learners speak, write and read more than I do.</b>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>I reflect on learning with my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I reflect on my teaching.</b>	<input type="checkbox"/>	<input type="checkbox"/>

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

The image features a solid pink background. In the bottom right corner, there is a white, wavy, scalloped shape that resembles a stylized cloud or a decorative element. The text "Late autumn" is centered in the upper half of the image in a white, sans-serif font.

## 9. THIS IS ME

# Body structure (anatomy)

### Content outcomes

You can:

- name body parts
- name body parts that are related to other body parts
- name parts of the body that are directly connected to one another
- name vital organs *\*and explain how they function*
- use the right measurements to describe:
  - height
  - weight
  - shoe size.

### Language outcomes

You can:

- form plurals (both orally and in writing)
- create your own book about the human body
- create and speak about a graph about students' height and shoe size
- present your own
  - weight
  - height
  - shoe size.

### **Key words**

torso, hip, waist, side, rib, back, spine, belly button, chest, arms, legs, head, foot – feet, hand – hands, tooth, teeth

### **Key phrases**

- Arms are connected to the torso. Shoulders are connected to the arms. Fingers are related to hands.
- Heart, brain, lungs, skin. *\*Heart pumps blood.*
- I am 140cm tall. I weight 40kg. My shoe size is 35.

## 9. This is me – Body structure (anatomy)

# Teaching materials

### Scaffolding

#### Input scaffolding

- Vital organs flashcards
- Vital organ function word cards

#### Output scaffolding

- Speaking frame 1
- Vital organ function word cards

### LOTS & HOTS

- create
- plan
- compare
- describe
- examine
- investigate

### Attachments:

- Attachment 9.1: Speaking frame 1
- [\\*Attachment 9.2: Vital organs flashcards](#)
- [\\*Attachment 9.3: Vital organ function word cards](#)

## Activities

### Body part monsters

**What do you need:** dice, paper, pencils, Speaking frame 1 (attachment 9.1)

List body parts from head to toe on the chalkboard: head, eyes, ears, nose, mouth, teeth, arms, belly button, legs. Pupils will then roll a die to decide how many of each their monster will have. Then they will draw their monsters on the paper and colour them (could be also drawn as skeletons and using the organs as variables for the die).

After they are done, with the help of Speaking frame 1, the pupils can present their monster and tell what they do with the body parts.

### Graph of the class - height and shoe size

**What do you need:** graph paper

The teacher will first show how to draw a graph. Use the x-axis as height and the y-axis as shoe size or the other way around. Collect information about height and shoe size from all the pupils in the class. Draw the results on the graph and analyse them. How does the height affect the shoe size?

### \*Vital Organs Matching Game

**What do you need:** Vital organs flashcards (attachment 9.2), Vital organ function word cards (attachment 9.3)

The pupils work in small groups. Each group gets a set of cards - both vital organs and their functions. Each group has to match the organ and their function as quickly as possible. The fastest group to have correctly matched all cards wins. In the end, the groups take turns in reading out the organ functions.

## 10. THIS IS ME

# \*Fire safety

### Content outcomes

You can:

- explain the nearest way out in case of a fire
- identify home hazards
- explain the steps to take in the event of a fire
- describe different ways in which we use fire.

### Language outcomes

You can:

- follow instructions in the event of a fire
- create your own phrase and word bank for calling 112
- role-play a possible dialogue of calling 112
- create a poster on fire safety

### **Keywords**

fire safety, fire fighter, emergency exit, home hazard

### **Speaking frame:**

In the event of a fire indoors In the event of a fire outdoors If your clothes catch fire	leave the building. keep low when leaving. call 112. don't use the lift. use emergency exits. stop, drop and roll.
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## 10. This is me – \*Fire safety

# Teaching materials

### \*Scaffolding

#### Input scaffolding

- Fire safety instructions
- Fire safety PowerPoint Presentation

#### Output scaffolding

- Speaking frame 1
- Speaking frame 2
- Worksheet 1

### \*LOTS & HOTS

- tell
- describe
- discuss
- explain
- create
- illustrate
- identify
- design

### \*Attachments:

- Attachment 10.1: Speaking frame 1
- Attachment 10.2: Fire safety instructions
- Attachment 10.3: Speaking frame 2
- Attachment 10.4: Worksheet 1

## \*Activities

### Emergency call

**What do you need:** Speaking frame 1 (attachment 10.1)

First the teacher goes through the different situations in which you would make an emergency call (a transport accident, a fire, a flood, a person needs rescuing).

With the help of Speaking frame 1, the pupils will work in pairs and role-play the call between the emergency call centre and the emergency caller.

### The fire

**What do you need:** Fire safety instructions (attachment 10.2), Speaking frame 2 (attachment 10.3), Worksheet 1 (attachment 10.4)

The teacher lists the things you should do if there is a fire: get out (if possible) and shout FIRE, call for help, stay calm and explain where the fire is, guide the firemen. Speaking frame 1 can be extended to meet the class's needs. The pupils can then draw a sequence of instructions and present them together.

### Fire safety poster

**What do you need:** big paper, pencils or markers

The students come up with instructions on how to prevent fire emergencies. First the whole group can collect fire hazards on the white/chalkboard together. Then the teacher introduces basic rules for fire safety.

Then, in small groups, the pupils will make fire safety posters for school. They can decide which rule they want to present in their work.

## 11. THIS IS ME

# \*First aid

### Content outcomes

You can:

- explain how to act in dangerous situations
- explain how to give first aid in the following situations
  - cuts
  - choking
  - falls
  - fire
- explain why first aid actions can save lives.

### Language outcomes

You can:

- give instructions on how to act in a dangerous situation
- role-play emergency situations
  - fire
  - cuts
  - falls
  - choking
  - calling 112 (see *fire safety*).

### **Key words**

emergency services, ambulance, fire brigade, choking, emergency call, first aid skills, minor burns, severe burns, bandage, cool pack, bleeding, blood, consciousness, coughing, crying, headache, disinfection, seek medical advice, stay calm, call 112 for emergency help, treatment, warming blanket, casualties

### **Speaking frame:**

In the event of an emergency (fire, cuts, falls, choking...)	remain calm.
	call 112.
	give first aid if needed.
	search for help.
	make sure everyone is safe.
	give directions to firemen/ ambulance/police.
make sure everyone is safe.	
give directions to firemen/ ambulance/police.	



## 11. This is me – \*First aid

# Teaching materials

### \*Scaffolding

#### Input scaffolding

- <https://bit.ly/3-4EEH001>
- First aid vocabulary flashcards
- First aid situations pictures



#### Output scaffolding

- First aid situations pictures
- Speaking frame 1

### \*LOTS & HOTS

- plan
- predict
- explain
- discuss
- show
- imagine
- complete

### \*Attachments:

- Attachment 11.1: First aid vocabulary flashcards
- Attachment 11.2: First aid situations pictures
- Attachment 11.3: Speaking frame 1

## \*Activities

### First aid kit

**What do you need:** A first aid kit, First aid vocabulary flashcards (attachment 11.1), First aid situations pictures (attachment 11.2)

Get a first aid kit (every school should have these) and look at all the things it contains. OR look at the first aid vocabulary flashcards. Talk together about why these things need to be available.

### First aid situations

**What do you need:** First aid situations pictures (attachment 11.2)

The pupils think of different examples of when they could help someone or need first aid themselves. Watch the video together to get ideas and / or look at the first aid situations pictures.

### First aid charades

**What do you need:** First aid situations pictures (attachment 11.2), Speaking frame 1 (attachment 11.3)

The pupils take turns in drawing a situation card and acting it for the others. The others guess what situation it is and suggest a cure by using Speaking frame 1.

## 12. ME AS A SCIENTIST

# Finland / Nordic and \*Baltic countries

### Content outcomes

You can:

- run your finger along the border of Finland on a map
- list the five biggest cities in Finland and show them on the map
- use pictures to analyse differences between the countryside and the city
- name the points the compass
- \*name and locate on a map Finland's neighbouring countries
- name and locate on a map:
  - the Nordic countries
  - the Baltic countries
  - the Gulf of Bothnia
  - the Gulf of Finland
  - the Baltic Sea
  - on a map
- list the capital cities of the Nordic and Baltic countries and locate them on a map
- describe the following about the Nordic and Baltic countries:
  - name
  - flag
  - population
  - type of government
  - size
  - languages
  - industries
  - a cultural feature.

### Language outcomes

You can:

- give a 1–2-minute presentation on Finland
- give a 1–2-minute presentation on a Nordic or \*Baltic country.
- ask and answer questions about your presentation
- speak clearly and loudly enough that everyone can hear you
- look at the class when you speak
- \*summarise and/or paraphrase short information texts.

### **Key words**

coat of arms, Lapland, Ostrobothnia, map, points of the compass, directions, countryside, city, town, capital, lake, forest, \*Latvia

### **Key phrases**

- There are trees/fields/forest/seas in the countryside.
- There is a lot of space in the countryside.
- There are many buildings/lights/cars in the city.
- \*Finland's neighbouring countries are Sweden, Norway, Russia, Estonia, Baltic Sea, Gulf of Bothnia, Gulf of Finland
- Lithuania, Denmark, Iceland.

### **Speaking frame:**

Good morning class. I am going to be speaking about Iceland.

Iceland is a Nordic country. It is an island in the Atlantic Ocean.

Iceland is a republic. Its capital is Reykjavík. Its flag is blue, red and white.

Its population is 360,390. It is a small island.

In Iceland, they speak Icelandic. The main industries are fishing and tourism.

Iceland is famous for its sweaters and the singer Björk.

# Teaching materials

## Scaffolding

### Input scaffolding

- The points of the compass flashcards
- Map of Finland 1
- Map of Finland 2

### Output scaffolding

- Speaking frame 1
- Speaking frame 2
- Writing frame 1

## LOTS & HOTS

- identify
- name
- locate
- list
- describe

## Attachments:

- Attachment 12.1: Map of Finland 1
- Attachment 12.2: Map of Finland 2
- Attachment 12.3: The points of the compass flashcards
- Attachment 12.4: Speaking frame 1
- Attachment 12.5: Writing frame 1
- \*Attachment 12.6: Speaking frame 2

## Activities

### Finland on the Map

**What do you need:** Map of Finland 1 and 2 (attachment 12.1 and 12.2), The points of the compass flashcards (attachment 12.3), Speaking frame 1 (attachment 12.4)

First, the teacher introduces the points of the compass using the flashcards. Then, the pupils work in pairs. Pupil 1 gets the Map of Finland 1, and pupil 2 gets the Map of Finland 2. Each map has different cities left blank. The task of the pupils is to use Speaking frame 1 to fill in the blanks on their map. For example: “What is the city northeast of Helsinki?” In the end, the pupils check their answers from one another.

### Presentation on a Finnish city - This is Oulu!

**What do you need:** Map of Finland 1 and 2 (attachment 12.1 and 12.2), Writing frame 1 (attachment 12.5)

Working in pairs, the pupils make a presentation of the biggest cities in Finland with the help of Writing frame 2. Each group has a different city. They then present their city to the other groups.

### \*Nordic and Baltic Countries on the Map - This is Iceland!

**What do you need:** Speaking frame 2 (attachment 12.6)

Working in pairs, the pupils make a presentation of the Nordic and Baltic countries. Each group has a different one. With the help of Speaking frame 2, they present their country to the other groups.

### 13. ME AS A SCIENTIST

# Technology, \*electricity and safety

#### Content outcomes

You can:

- name five home appliances that use electricity
- determine which electrical appliances are used the most in your home
- suggest ways of saving electricity
- \*explain what electricity can produce (light, heat and movement)
- name three dangers related to electricity.

#### Language outcomes

You can:

- create:
  - \*a poster warning children about the dangers of electricity
  - a poster of how to save electricity
  - an advertisement for a home appliance
  - a price list for five appliances
- match home appliances and action verbs.

#### **Key words**

electric shock, fire, burns

#### **Speaking frame:**

A washing machine A microwave A stove An oven A sauna heater A toaster A dishwasher A vacuum cleaner A kettle A dryer	needs electricity for	boiling. moving. heating. warming. washing. lighting. drying.
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# Teaching materials

## Scaffolding

### Input scaffolding

- Appliances flashcards
- Texts 1 & 2

### Output scaffolding

- Worksheet 1
- Speaking frame 1
- Speaking frame 2
- Worksheet 2
- Worksheet 3

## LOTS & HOTS

- observe
- report
- create
- analyse

## Attachments

- Attachment 13.1: Appliances flashcards
- Attachment 13.2: Worksheet 1
- Attachment 13.3: Speaking frame 1
- Attachment 13.4: Worksheet 2
- Attachment 13.5: Worksheet 3
- Attachment 13.6: Speaking frame 2
- Attachment 13.7: Speaking frame 3
- Attachment 13.8: Texts 1 and 2

## Activities

### Which appliances use electricity?

**What do you need:** Appliances flashcards (attachment 13.1), Worksheet 1 (attachment 13.2), Speaking frame 1 (attachment 13.3)

The teacher goes through the most common household appliances with the help of flashcards.

The teacher asks the pupils to take a 3-minute walk in the classroom (or in other parts of the school building) and observe which appliances they see that use electricity (speakers, computer, sewing machine, lamp...). In Worksheet 1, the pupils make a list of appliances that use electricity (including the ones found in the classroom). With the help of Speaking frame 1, working in pairs, they tell what these devices need electricity for.

### Which appliances do you use?

**What do you need:** Worksheet 2 (attachment 13.4), Worksheet 3 (attachment 13.5), Speaking frames 2 and 3 (attachments 13.6 and 13.7)

As a homework assignment each pupil fills in the top 5 electrical devices used at their home in Worksheet 2. At school they interview other pupils on how often they use their top 5 electrical appliances at home with the help of Speaking frame 2. They then report their findings to the rest of the group with the help of Speaking frame 3.

### Buy my appliance!

**What do you need:** Worksheet 1 (attachment 13.2) and/or Appliances flashcards (attachment 13.1), colourful cardboard, colours, markers.

In pairs or groups of three, the pupils create an advertisement poster for one or more electrical home appliances. They can choose the appliance (s) from Worksheet 1, if it has been filled in during a previous lesson, or from the appliances flashcards.

### \*Safe electricity, saving electricity

**What do you need:** Text 1 and text 2 (attachment 13.8), colourful cardboard, colours, markers.

The pupils are divided into two groups. Group 1 studies text 1, about safe electricity, while group 2 studies text 2, on saving electricity. Their goal is to make an informative poster (or several posters, depending on the size of the group) to the other half of the group. In the end, the posters are presented to the whole class.

## 14. ME AS A SCIENTIST

# Changes in animal behaviour

### Content outcomes

You can:

- describe the changes in animal behaviour during each season.

### Language outcomes

You can:

- discuss the changes in animal behaviour
- read a longer text about animal behaviour during different season and summarise (paraphrase) in Finnish what it says
- create your own word and phrase bank for speaking about animal behaviour during different seasons
- use a model to describe seasonal changes in animal behaviour.

### **Key words**

dormancy, hibernation, migration, fur changes colour, adaptation

### **Speaking frame:**

In	winter	squirrels storage food.
	summer	birds fly south/migrate.
	spring	bears hibernate.
	autumn	birds build nests. animals mate.

### **Writing frame:**

A year in a bear's life

In spring, baby bears are born. In summer, bears eat lots of food. In autumn, bears eat more, and build a den. In winter, they sleep (hibernate).

# Teaching materials

## Scaffolding

### Input scaffolding

- Forest animal flashcards
- Text 1

### Output scaffolding

- Speaking frame 1
- Writing frame 1
- Worksheet 1

## LOTS & HOTS

- remember
- analyse
- report
- list

### Attachments:

- Attachment 14.1: Forest animals flashcards
- Attachment 14.2: Speaking frame 1
- Attachment 14.3: Writing frame 1
- \*Attachment 14.4: Text 1
- \*Attachment 14.5: Worksheet 1

## Activities

### What animal am I?

**What do you need:** Forest animal flashcards (attachment 14.1), Speaking frame 1 (attachment 14.2), tape, marker.

The pupils are shown the animal flashcards. Then, the teacher tapes an animal name on each pupil's forehead. The task of each pupil is to ask yes/no questions to find out which animal they are with the help of Speaking frame 1.

### A Year in A Bear's Life

**What do you need:** Writing frame 1 (attachment 14.3)

The pupils work in pairs or individually. With the help of Writing frame 1, they write a short text about an animal of their choice. In the end, they read their texts to each other or to the whole group.

### \*Four seasons of forest animals.

**What do you need:** Text 1 (attachment 14.4), Worksheet 1 (attachment 14.5)

The pupils work either in pairs or individually. They read the text "Winter in the Forest" out loud to each other. The teacher can also read it to the pupils first. Then they work in pairs or groups of three and fill in the missing information in Worksheet 1.

# Checklist for good pedagogical practices



	<b>Grade 3</b>	<b>Grade 4</b>
<b>The learning environment is safe and friendly.</b>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>I foster learner autonomy</b>		
• by giving learners choices to make	<input type="checkbox"/>	<input type="checkbox"/>
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Early spring

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## 15. THIS IS ME

# Recycling \*and ecological choices

### Content outcomes

You can:

- research recycling in your family and in your classroom evaluate the results of your research
- create a graph summarising your group's findings
- \*describe environment-friendly choices you can make every day:
  - clothing
  - food
  - transportation
  - energy use.

### Language outcomes

You can:

- read texts about recycling and paraphrase (in your own words) what you have read
- summarise texts about recycling
- give instructions for recycling in written and/or oral form
- \*create a poster about environment-friendly choices
- explain your choices in a group
- take part actively in classroom discussions and group work (when speaking to each other).

### **Key words**

glass, plastic, mixed waste, bio-waste, paper, cardboard, metal, hazardous waste, \*second hand, public transportation, rethink, reduce, re-use, recycle, refuse, flea market, recycled materials (into craft), zero waste ideology

### **Key phrases**

- Create a poster.
- Do a graph.
- \*Turn off lights.  
Put a banana peel into the bio-waste container.  
Put paper into the paper waste container.
- Save energy.  
Think before you buy.  
Save money.  
Borrow – don't buy.

# Teaching materials

## Scaffolding

### Input scaffolding

- Recycling flashcards
- Garbage flashcards

### Output scaffolding

- Speaking frame 1
- Speaking frame 2
- Worksheet 1
- Writing frame 1

## LOTS & HOTS

- report
- classify
- discuss
- analyse
- create

## Attachments:

- Attachment 15.1: Recycling flashcards
- Attachment 15.2: Worksheet 1
- Attachment 15.3: Speaking frame 1
- Attachment 15.4: Garbage container posters
- Attachment 15.5: Speaking frame 2
- \*Attachment 15.6: Writing frame 1

## Activities

### This is how we recycle!

**What do you need:** Recycling flashcards (attachment 15.1), Worksheet 1 (attachment 15.2), Speaking frame 1 (attachment 15.3)

The teacher introduces the recycling flashcards. Each pupil gets Worksheet 1 and uses it to find out and report about the recycling habits in their family. In the end, the pupils work in pairs and tell each other about what they found out.

### The garbage game

**What do you need:** Garbage container posters (attachment 15.4), Recycling flashcards (attachment 15.1), Speaking frame 2 (attachment 15.5)

Pupils play in pairs/groups of three. Each group gets a different set of garbage cards (each printed on a different colour paper, or otherwise marked as different one from another).

The teacher hangs the garbage containers on the wall. Each group has to discuss (with the help of Speaking frame 1) in which container their garbage goes, and place them accordingly. In the end, the choices are discussed. The teacher counts which group got the most right and declares the winner.

### \*Environmentally friendly choices poster

**What do you need:** Colourful cardboard, colours, markers, Writing frame 1 (attachment 15.6) (optional)

Working in pairs or groups of 3–4, pupils brainstorm about environmentally friendly choices. They choose 5 (or any given number) and make a poster about these choices. In the end, the posters are presented to the whole group and hung on the wall. The pupils can use Writing frame 1.

## 16. THIS IS ME

# Healthy lifestyle

### Content outcomes

You can:

- describe a healthy diet
- list three elements of a healthy lifestyle
- compare your habits with recommendations
- distinguish bad habits from good habits
- name few symptoms of common illnesses  
describe how you feel
- \*understand and follow instructions given by the people close to you
- list five good and five bad habits.

### Language outcomes

You can:

- do a presentation about healthy lifestyle (e.g. a poster, a video)
- compare your habits with recommendations
- \*describe how you feel

### **Key words**

sleep, rest, exercise, healthy food, mental health, mindfulness, breakfast, lunch, dinner, snack, sickness, ill, positive attitude, \*fever, cold, headache

### **Key phrases**

- The food pyramid tells how to eat.
- I should sleep more.
- I should play Nintendo less.
- \*How do you feel?  
I have a headache/sore throat...  
I hurt my arm/head/feet/hand...  
I feel sad/scared/nervous/anxious...  
I think I have a fever.
- You should call your mum/dad/parents...  
You should lie down.  
You should see the school nurse.  
You're warm, do you feel ill?

# Teaching materials

## Scaffolding

### Input scaffolding

- Healthy and unhealthy food flashcards
- Healthy lifestyle flashcards
- How do you feel flashcards

### Output scaffolding

- Speaking frame 1

## LOTS & HOTS

- describe
- name
- compare
- understand

## Attachments:

- Attachment 16.1: Healthy and Unhealthy Food flashcards
- [\\*Attachment 16.2: Speaking frame 1](#)
- [\\*Attachment 16.3: Healthy lifestyle flashcards](#)
- [\\*Attachment 16.4: How do you feel flashcards](#)

## Activities

### Healthy Food Posters

**What do you need:** coloured cardboard, markers, colours, Healthy and unhealthy food flashcards (attachment 6.1)

The teacher introduces the healthy/unhealthy food flashcards. The pupils reflect together which ones are healthy and which ones are unhealthy.

Then the pupils are divided into groups of 2–4, depending on the class size. The objective is to create posters of healthy meals - healthy breakfast, healthy lunch, healthy snack, healthy dinner.

Using the healthy/unhealthy foods flashcards, the groups write and draw posters of the meal they have been assigned. In the end, each group presents their poster to the others.

*E.g. My healthy breakfast includes bananas and cereals.*

### Healthy Lifestyle Tips Video

**What do you need:** iPad or other device for recording a short video.

The teacher introduces healthy eating and living habits. The group reflects together what makes up a healthy lifestyle.

The pupils work in pairs or groups of three to come up with at least five healthy lifestyle tips, for example “Go to bed early!” “Exercise every day!” “Play less computer games!” Then each group makes a short video to introduce their tips. In the end, the videos are watched together.

### \*Doctor’s Appointment Drama

**What do you need:** Speaking frame 1 (attachment 16.2), Healthy lifestyle flashcards (attachment 16.3), How do you feel flashcards (attachment 16.4)

First, the teacher introduces the “how do you feel” flashcards. The pupils work in pairs. Pupil 1 is the doctor, pupil 2 the patient. Pupil 1 chooses 5 (or any other number of) symptoms/illnesses and goes to pupil 2 who, after hearing each of the symptoms, gives an appropriate piece of advice.

*E.g. I have a headache. You should lie down and take it easy.*

Alternatively, the advice the doctor gives can also be funny, and the situations can be filmed and watched by the rest of the group. The pupils can use Speaking frame 1 for help.

## 17. ME AS AN ARTIST

# Songs in English and moving to the rhythm

### Content outcomes

You can:

- create rhythms using your body
- repeat a rhythm
- create your own rhythm and
  - perform it
  - teach it to other students
- follow the lyrics and the melody of a song.

### Language outcomes

You can:

- follow instructions
- give commands (use the imperative) to teach your own rhythm to another student
- sing songs in English
- guess meaning from context.

### **Key words**

rhythm, voice, noise, sound, beat, lyrics, melody, verse, chorus, body parts, loud, soft, silence, quiet, high, low, pitch, whisper, clap, snap, stomp, tap, hum, number of beats in a music measure

### **Key phrases**

- Clap your hands.
- Snap your fingers.
- Stomp your feet.
- Hum the melody.
- Tap your head.

## 17. Me as an artist – Songs in English and moving to the rhythm

# Teaching materials

### Scaffolding

#### Input scaffolding

- Songs and lyrics

#### Output scaffolding

- Songs and lyrics
- Speaking frame 1
- Writing frame 1

### LOTS & HOTS

- plan
- design
- show
- use
- compose

### Attachments:

- Attachment 17.1: Speaking frame 1
- \*Attachment 17.2: Writing frame 1

## Activities

### Creating a body rhythm

**What do you need:** Speaking frame 1 (attachment 17.1)

The pupils work in small groups. One pupil comes up with a body rhythm and, with the help of Speaking frame 1, tells the others in the group what it contains.

For example:

*Clap your hands 3 times, stomp your feet 2 times, snap your fingers 2 times.*

Other pupils do the rhythm. Then it's the next pupil's turn to come up with a body rhythm.

### Singing a song

**What do you need:** a song and the lyrics to that song

Choose a song in English and put the lyrics on display. Find the verse and the chorus from the song.

They can practise lots of different vocabulary. For example: numbers ('*Ten in the bed*'), animals ('*Old MacDonald had a farm*'), colours ('*I can sing a rainbow*'), weather ('*Incy wincy spider*'), vehicles ('*The wheels on the bus*'), left and right ('*You put your right mitten in*'), actions ('*If you're happy and you know it*'), materials ('*This is the way we lay the bricks*').

Learn the lyrics by repeating them and listening to the song multiple times. Pupils can also come up with movements for the song.

### \*Ways of the rhythm

**What do you need:** paper, Writing frame 1 (attachment 17.2)

The pupils come up with rhythms played with their body or with musical instruments. They write down the instructions with precision, emphasising on HOW to do the rhythms.

Clap your hands LOUDLY 2 times

Play the tambourine SOFTLY 3 times

Tap your head QUIETLY 4 times

The pupil will then display the instructions and teach others how to do it.

# Checklist for good pedagogical practices



	<b>Grade 3</b>	<b>Grade 4</b>
<b>The learning environment is safe and friendly.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The learning environment is rich and supports learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I foster learner autonomy</b>		
• by giving learners choices to make	<input type="checkbox"/>	<input type="checkbox"/>
• by teaching learning skills	<input type="checkbox"/>	<input type="checkbox"/>
• by negotiating on decisions about the learning process with learners.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I give learners opportunities for cooperative learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I plan my lessons in order to ensure learners speak, write and read more than I do.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I plan my teaching with colleagues.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The intended learning outcomes for language are explicit and visible to my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The oral and/or written language input is extensive.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I am scaffolding language input and output</b> (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>The academic language is visible to learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Intended learning outcomes for content are explicit and visible to my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I am scaffolding content</b> (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.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>The content is academically challenging.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I reflect on learning with my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I reflect on my teaching.</b>	<input type="checkbox"/>	<input type="checkbox"/>

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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 spring

## 18. ME AS A SCIENTIST

# Water cycle and states of matter

### Content outcomes

You can:

- plan and do experiments with water
- draw conclusions from the experiment
- describe the water cycle in the correct the correct order
- follow and understand weather forecasts in different media
- read a weather chart
- compare and contrast two weather forecasts in two different cities.

### Language outcomes

You can:

- combine new terminology with written descriptions of the words
- visualise words and concepts
- use a model to describe changes in states of matter
- follow and understand weather forecasts in different media (reading and listening)
- brainstorm language that might be needed for a task
- \*summarise (paraphrase) short information texts
- skim texts for unfamiliar words and look them up.

### **Key words**

precipitation, wind, transpiration, evaporation, condensation, groundwater, runoff, river, sun, stream, lake, solid, liquid, gas, freeze, evaporate, water, ice, steam

# Teaching materials

## Scaffolding

### Input scaffolding

- Text 1

### Output scaffolding

- Speaking/Writing frame 1
- Speaking frame 1
- Worksheet 1

## LOTS & HOTS

- plan
- observe
- compare
- find

## Attachments:

- Attachment 18.1: Weather flashcards
- Attachment 18.2: Speaking/Writing frame 1
- Attachment 18.3: Speaking frame 1
- Attachment 18.4: Water cycle poster
- Attachment 18.5: Water cycle word cards
- Attachment 18.6: Water cycle riddles
- [\\*Attachment 18.7: Text 1](#)
- [\\*Attachment 18.8: Worksheet 1](#)

## Activities

### Water cycle bag

**What do you need:** plastic zip bags, water, food colour (preferably blue), permanent markers, tape, Speaking/Writing frame 1 (attachment 18.2)

The pupils work in pairs. Each pair takes one zip bag and markers and draws the sun and clouds on the bag. Then they add a cup of coloured water into the bag, seal them tight, and tape the bags on the classroom window.

A few hours later or the next day, it's time to see what has happened. The group observes together the water cycle, using keywords (precipitation, transpiration, evaporation, condensation, sun, water, gas, rain, steam), and the teacher introduces the states of matter. With the help of Speaking/Writing frame 1, the pupils, in pairs, explain what has happened in the bags and/or write it in their notebooks.

### Weather forecast video

**What do you need:** Weather flashcards (attachment 18.1), Speaking frame 1 (attachment 18.3), an iPad or other device to make a short video

The teacher introduces the weather forecast flashcards and the speaking frame. Then, the pupils work in pairs.

The objective is that each pair makes a five-day weather forecast for a different city in the world, preferably from all the corners of the world.

First, they investigate what the weather is going to be like in the city they chose.

Then they make a script, using the weather flashcards and Speaking frame 1, and pupil 1 shoots the video while pupil two is the weather forecaster. When all groups are done, the class watches all the weather forecasts together.

### Water cycle race

**What do you need:** Water cycle poster (attachment 18.4), Water cycle word cards (attachment 18.5), Water cycle riddles (attachment 18.6)

The pupils are divided into two groups. Each group gets a set of flashcards and forms a single file line. The teacher reads out riddles and each group quickly decides which word best fits the riddle.

The first in the line takes the word card and places it in the right spot on the poster. The first group that chooses the right word and puts it in the right place gets a point. The race continues until all words are placed on the poster.

### \*My Water Cycle Word Bank

**What do you need:** Text 1 (attachment 18.7), Worksheet 1 (attachment 18.8)

The pupils work in pairs or individually. They read text 1 and skim the text for unfamiliar words. They write the words on Worksheet 1 and look them up and translate. Afterwards, the groups compare their word banks.

## 19. ME AS A SCIENTIST

# Photosynthesis

### Content outcomes

You can:

- name the parts of a plant *\*and their role in photosynthesis*
- do a research on a growing plant.

### Language outcomes

You can:

- visualise words *\*and concepts by using a graphic organiser (e.g. cause-effect diagram, cycle diagram)*
- record observations in your research accurately.

### **Key words**

plants, leaves, sunlight, carbon dioxide, oxygen,

### **Key phrases**

- *\*Roots absorb water.  
The plant absorbs sunlight.  
The plant breathes in carbon dioxide and breathes out oxygen.  
The chlorophyll in the leaves turns into glucose in the photosynthesis.*

# Teaching materials

## Scaffolding

### Input scaffolding

- \*Photosynthesis diagram

### Output scaffolding

- Speaking frame 1
- \*Speaking frames 2 and 3

## LOTS & HOTS

- name
- visualise
- record
- observe

## Attachments:

- Attachment 19.1: Speaking frame 1
- \*Attachment 19.2: Speaking frame 2
- \*Attachment 19.3: Photosynthesis flashcards
- \*Attachment 19.4: Photosynthesis diagram

## Activities

### Growing a plant and naming the parts of it

**What do you need:** Speaking frame 1 (attachment 19.1)

Each pupil grows their own plant, preferably a fast-growing plant like runner beans.

Once the plants have grown roots and leaves, the teacher introduces the words *plants, leaves, roots, stems, buds, light, shade, moist, dry, nutrients*. With the help of the speaking frame, pupils working in pairs describe their plants. “*My plant has white roots. It has small green leaves and a thin stem.*”

The concept of photosynthesis can already be brought in at this point, by asking the pupils: What does their plant eat? How and why does it grow? Pupils can also take a picture of their plant, to be used next year in the following activity.

### \*What do plants eat?

**What do you need:** Speaking frame 1 (attachment 19.1), Photosynthesis flashcards (attachment 19.3), Photosynthesis diagram (attachment 19.4), (pictures of plants grown the year before / new plants grown per the previous activity)

The pupils are shown the new plants (or the pictures of last year’s plants) and asked to name the parts (roots, stem, leaves).

With the help of the Photosynthesis diagram, the pupils find out what plants eat - they fill in the missing words in the diagram.

### \*Experimenting with photosynthesis

**What do you need:** Four plants, preferably with leaves in time for the class, Speaking frame 2 (attachment 19.2).

The idea is to see what happens if you deprive healthy plants of sunlight and water.

In the experiment, one plant gets all the sunlight and water it needs but the second plant does not get enough water. The third plant is placed in a cupboard and gets no sunlight. On the fourth plant, tape some paper over some of the leaves but leave it in a sunny spot.

The pupils observe the plants for several days. What has happened to each of them? What do the leaves look like underneath the paper? With the help of Speaking frame 3, discuss the changes in each plant.

## 20. ME AS A SCIENTIST

# Living and non-living things

### Content outcomes

You can:

- explain what distinguishes living things from non-living things
- classify things into non-living and living things.

### Language outcomes

You can:

- explain how to identify a living or a non-living thing
- describe living and non-living things
- fill in the blanks in a text.

### **Key words**

breathe, move, grow, reproduce, warm, cold

### **Speaking frame:**

A dog is a living thing	because	it breathes. it moves. it grows. it reproduces.
A stone is a non-living thing	because	it doesn't breathe. it doesn't move. it doesn't grow. it doesn't reproduce.

# Teaching materials

## Scaffolding

### Input scaffolding

- Flashcards of living and non-living things
- Verb flashcards

### Output scaffolding

- Speaking frame 1
- Living things worksheet

## LOTS & HOTS

- identify
- describe
- classify
- explain

## Attachments

- Attachment 20.1: Verb flashcards
- Attachment 20.2: Flashcards of living and non-living things
- Attachment 20.3: Speaking frame 1
- [\\*Attachment 20.4: Living things worksheet](#)

## Activities

### What is living and what is non-living?

**What do you need:** Verb flashcards (attachment 20.1), Flashcards of living and non-living things (attachment 20.2), Speaking frame 1 (attachment 20.3),

The teacher introduces the verb flashcards and the concepts of living and non-living. The class reflects together whether human beings are living or non-living, and why. Then, the pupils work in pairs. The teacher hands out cards of living and non-living things, and the pupils divide them into living and non-living things. They justify their choices with the help of the speaking frame.

### Living and non-living nature walk

**What do you need:** iPads or other devices to take pictures, Speaking frame 1 (attachment 20.3)

The pupils work in pairs. Each pair takes an iPad (or some other device to take pictures) and goes out to take pictures of ten (living and non-living) things they see. Once back in the classroom, each pair shows their pictures to the others and, with the help of Speaking frame 1, justify why the objects are living or non-living.

### \*What do living things need? What can they do? What do they have?

**What do you need:** Living things worksheet (attachment 20.4)

Pupils work in pairs (or groups of three). Each group takes a worksheet. They glue Worksheet 1 on the colourful cardboard and then start to think which words of the bottom of the worksheet (smell/feet/hunt/babies/water/eat...) fit the three categories of the worksheet (living things CAN / HAVE / NEED). They cut and glue or write the words that they think would fit in each category. In the end, all groups present their work to either another group or the whole class.

## 21. ME AS AN ARTIST

# Volume, meter, tempo and pitch

### Content outcomes

You can:

- explain what these concepts mean
- identify different variations of volume, meter, tempo and pitch
- recognise changes in volume, meter, tempo and pitch.

### Language outcomes

You can:

- use a variety of adjectives to compare and describe different variations of volume, meter and tempo.

### **Key words**

volume, meter, tempo, pitch, song, high, low, loudness, rhythm, speed

### **Definitions**

**Volume** = the loudness of the sound

**Meter** = rhythmic pattern of the music

**Tempo** = the speed of the music

**Pitch** = how high/low the sound is

### **Key phrases**

- This song has a fast/slow tempo.  
This song is faster/slower than the first one.  
The meter of this song is 4/4.



# Teaching materials

## Scaffolding

### Input scaffolding

- Musical elements flashcards

### Output scaffolding

- Musical elements flashcards
- Speaking frame 1

## LOTS & HOTS

- classify
- compose
- describe
- identify
- compare

## Attachments

- Attachment 21.1: Musical elements flashcards
- \*Attachment 21.2: Speaking frame 1

## Activities

### Identifying the musical elements

**What do you need:** Musical elements flashcards (attachment 21.1), instruments

With the help of the musical elements flashcards, the pupils find out what the different elements mean. The pupils pick one of these elements and create a way to demonstrate how it can be heard. They can use body rhythms, instruments or sing/rap. Pupils will also use adjectives to compare the differences between the ways the songs are played.

### \*Hearing the differences

**What do you need:** musical elements flashcards (attachment 21.1), songs/instruments, Speaking frame 1 (attachment 21.2)

The teacher plays an instrument or a song and the pupils listen to how it is played each time. The teacher will change the volume, tempo, pitch, duration, etc. and the pupils will try to identify the changes. Music elements should be displayed so that the pupils can check the correct term.

## 22. ME AS AN ARTIST

# Planning in arts and crafts

### Content outcomes

You can:

- name and identify different pieces of equipment and materials used in
  - arts lessons
  - crafts lessons
- understand how to use different equipment and materials
- plan what materials to use.

### Language outcomes

You can:

- explain your material and equipment choices
- *\*write a description of your work process that someone can easily follow*
- *reflect on your own learning.*

### **Key words**

fabrics, hard/soft materials, equipment like brushes, paints, markers, cardboard, paper

### **Speaking frames:**

I chose I wanted to use I like	leather cardboard watercolours	because	it is durable material. it looks good. I like how it feels.
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I'm	happy content disappointed	with	how I planned my work. how the work turned out. how I concentrated during the process. how I worked with my group/ pair. how I was patient with my work.
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# Teaching materials

## Scaffolding

### Input scaffolding

- Arts and crafts materials cards

### Output scaffolding

- Speaking frame 1

## LOTS & HOTS

- name
- identify
- understand
- explain
- describe
- analyse
- reflect

## Attachments:

- Attachment 22.1: Arts & crafts equipment flashcards
- Attachment 22.2: Speaking frame 1
- Attachment 22.3: Speaking frame 2

## Activities

### Naming arts and crafts materials

**What do you need:** Arts and crafts equipment flashcards (attachment 22.1), Speaking frame 1 (attachment 22.2)

The pupils work in pairs. With the help of the materials cards and Speaking frame 1, they take turns in telling each other which materials they like.

### Planning what materials to use in your own project

**What do you need:** Arts and crafts equipment flashcards (attachment 22.1), Speaking frame 2 (attachment 22.3)

After the pupils have planned their arts or crafts project, they tell others about their material and equipment choices. The pupils work in groups of 3 or 4 and, with the help of Speaking frame 1, present their project to others.

### \*Reflecting on the arts/crafts project outcome

**What do you need:** Speaking frame 1 (attachment 22.2)

After finishing the arts and crafts project, the pupils go back to the same groups as in the previous activity and present the outcome of their project with the help of Speaking frame 1.

# Checklist for good pedagogical practices



	<b>Grade 3</b>	<b>Grade 4</b>
<b>The learning environment is safe and friendly.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The learning environment is rich and supports learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I foster learner autonomy</b>		
• by giving learners choices to make	<input type="checkbox"/>	<input type="checkbox"/>
• by teaching learning skills	<input type="checkbox"/>	<input type="checkbox"/>
• by negotiating on decisions about the learning process with learners.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I give learners opportunities for cooperative learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I plan my lessons in order to ensure learners speak, write and read more than I do.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I plan my teaching with colleagues.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The intended learning outcomes for language are explicit and visible to my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The oral and/or written language input is extensive.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I am scaffolding language input and output</b> (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>The academic language is visible to learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Intended learning outcomes for content are explicit and visible to my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I am scaffolding content</b> (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.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>The content is academically challenging.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I reflect on learning with my learners.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I reflect on my teaching.</b>	<input type="checkbox"/>	<input type="checkbox"/>

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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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