

Helsinki

Handbook for Bilingual Education

English-enriched teaching and learning
Grades 5–6

Jenni Kohl
Aapo Marjanen
Hanna-Kaisa Rautio
Janne Rusama
Riikka Räisänen
Riikka-Liisa Salomaa

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Written by

Jenni Kohl

Aapo Marjanen

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Janne Rusama

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Riikka-Liisa Salomaa

Handbook for Bilingual Education English-enriched teaching and learning Grades 5–6 has been created in the Helsinki oppii kielillä 4 development project, financed by the Finnish National Agency of Education.

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Pictures:

Pii&Waak, Piia Myllymäki

Papunet picture bank, papunet.net, Elina Vanninen,
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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 5–6. This handbook has been created for English language-enriched teaching, but it can also be adapted to other target languages.

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

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

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

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

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



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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.

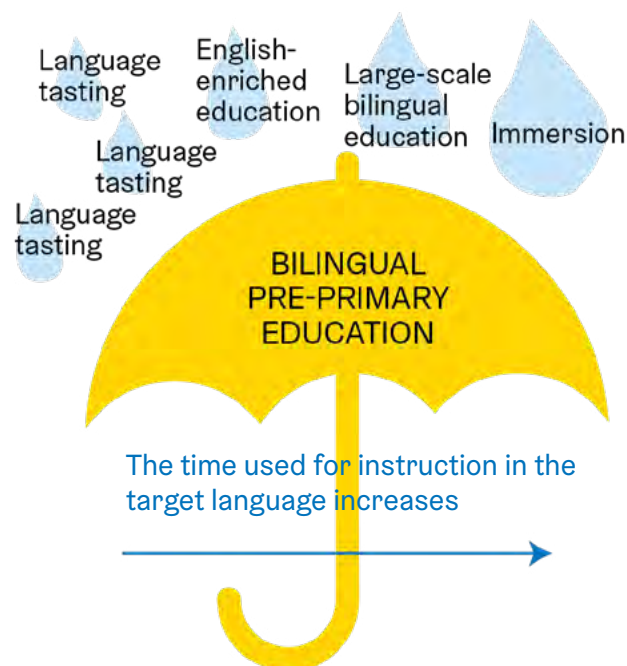
The amount of use of English in the language-enriched programme in Helsinki is 10–25%. Pupils in the English-enriched programme learn a minimum of 10% of their content subjects in English (this percentage does not include English language lessons). Teachers of an English-enriched programme also use English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

Example timetables for different bilingual programmes

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

1. Immersion

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

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

2. Large-scale bilingual education

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

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

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

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

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

4. Language tasting

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

Organising bilingual education

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

Implementation of bilingual education

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

Language learning

The central elements of a child's linguistic development are:

- communication skills
- understanding and producing language
- linguistic memory
- vocabulary
- language awareness

To support communication skills, pupils need to experience being heard, and their verbal and non-verbal initiatives need to be responded to. Understanding and producing language are

supported by modelling and using versatile language and verbalising action in the target language. Telling or inventing stories as well as humour, or playing with language, support the development of linguistic memory, vocabulary and language awareness.

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

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

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

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

CLIL pedagogy

Pedagogical principles in bilingual education

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

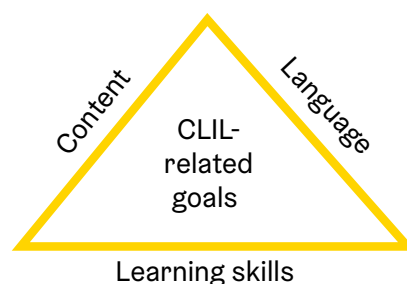
When the language of instruction changes, many of the working methods have to change as well. The teacher has to use a lot of **scaffolding** (e.g. pictures) when teaching new content in the target language and needs to make sure that pupils understand the content, even when they do not fully understand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

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

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

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

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



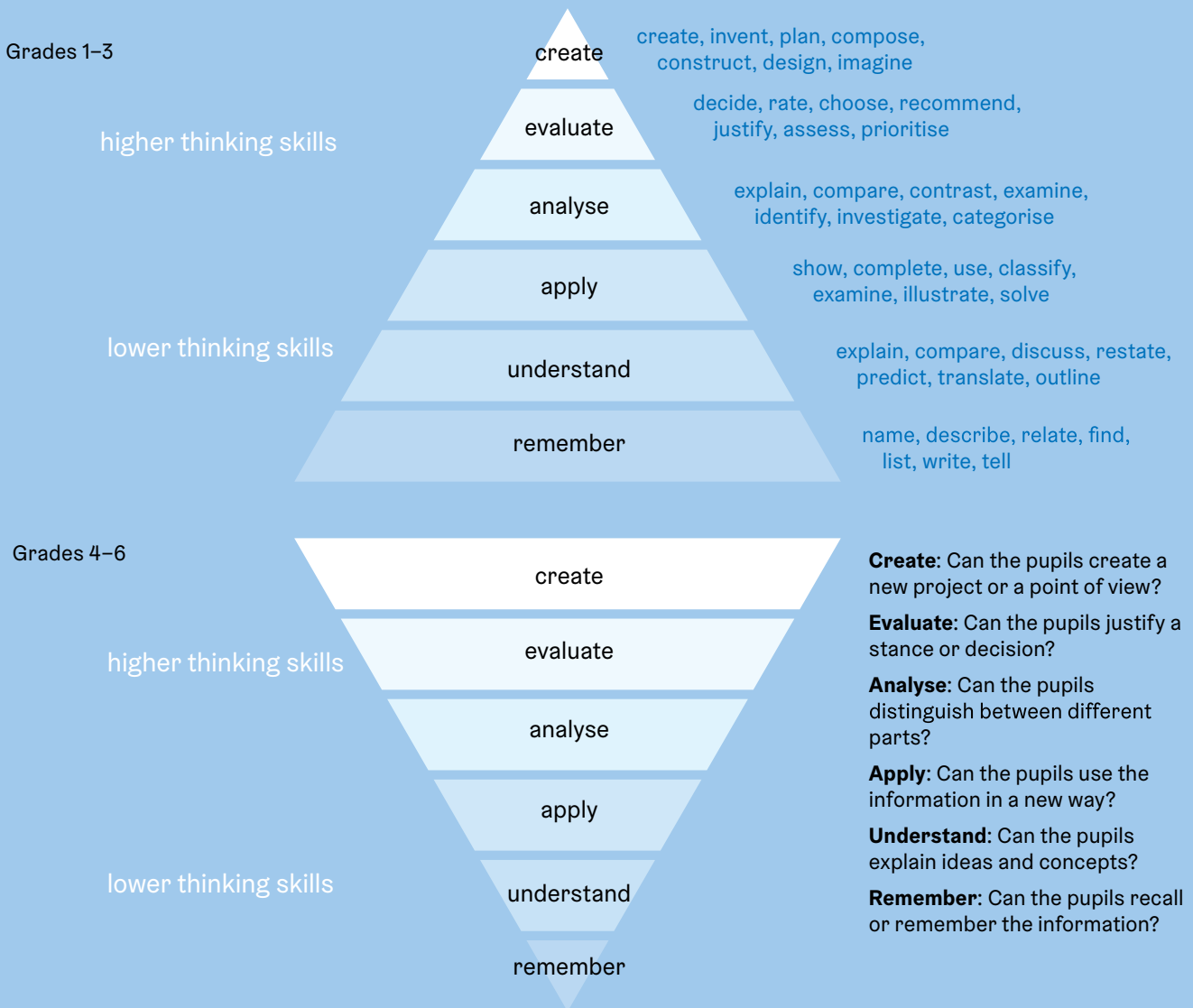
The language emerging in CLIL contexts can be divided into three different categories:

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

Bloom's taxonomy

As in all teaching processes, there is a need to develop learners' thinking skills and CLIL is no exception to this. "The more powerful the thinking is, the greater the learning is," as Mehistö, Marsh and Frigols formulate it. Therefore, in this handbook we

have chosen working methods that aim to provide opportunities for pupils to use the language and acquire language skills functionally and through play, as well to develop their thinking skills. The development of thinking skills is based on a model of Bloom's taxonomy, as presented below.



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.

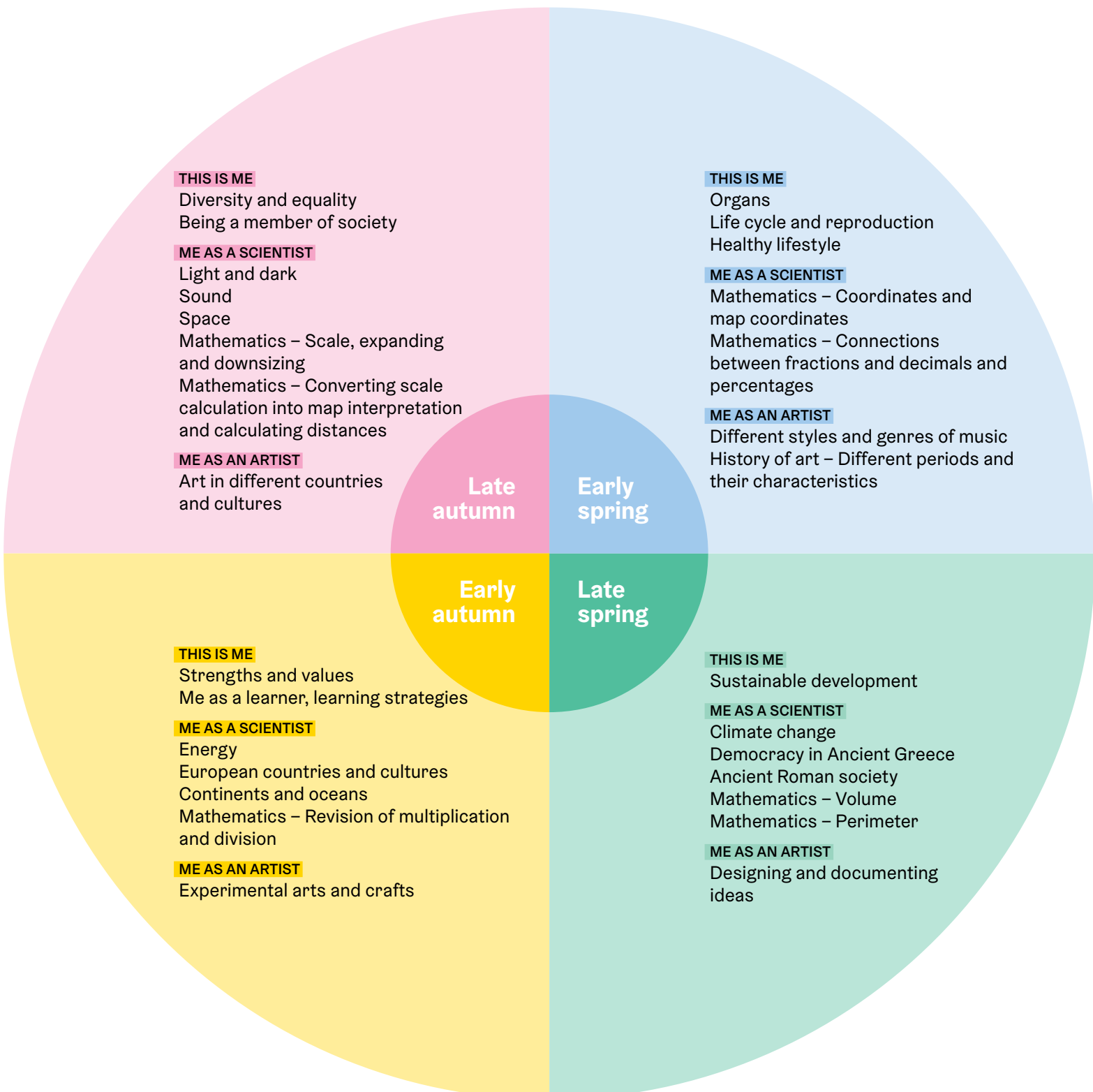
Attachments include the writing and speaking frames, worksheets and flashcards needed for class activities. You can find the attachments at the end of the handbook.

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.

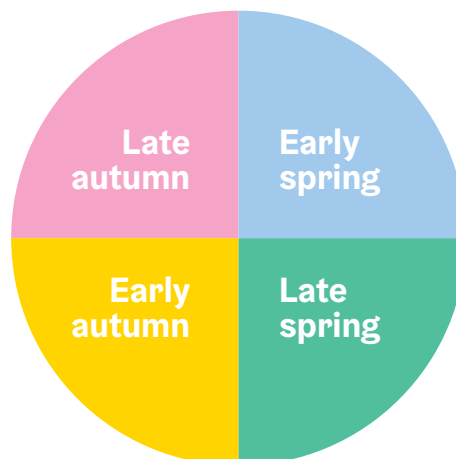
The handbook's headings follow the same colour codes and help the reader to navigate through the handbook.



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 6th grade.

The theme

The content

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 6th grade.

9. THIS IS ME

Being a member of society

Content outcomes

You can:

- examine the terminology of democracy
- describe the importance of democracy
- understand democracy
- *understand why and how people can take part.

Language outcomes

You can:

- identify and contrast the core terminology of democracy
- have a discussion about democracy based on a text or a video
- *express your opinion on democracy
- use relevant phrasal verbs correctly.

Key words
election, represent, candidate, stand for election, belong, to a political party, policies, citizen, vote, number of votes, majority, involvement, council, issues, rule by the people

Key phrases

- What do you know about democracy?
It is a political system.
- demos + kratos = people + rule / strength
- What do you think democracy means?
Do we get to decide on the rules?

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

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

9. This is me – Being a member of society

Teaching materials

Scaffolding

Input scaffolding

- Democracy - Educational videos for kids
<https://bit.ly/5-6EEH0031>



Output scaffolding

- Worksheets 1, 2 and 3

LOTS & HOTS

- planning
- deciding
- choosing
- justifying
- discussing
- writing
- telling

Attachments

- Attachment 9.1: Worksheet 1: Being a member of a society
- Attachment 9.2: Worksheet 2: Election flyer / poster
- *Attachment 9.3: Worksheet 3: Essay

Activities

A member in a society and the meaning of democracy

What do you need: Worksheet 1 (Attachment 9.1), computers, the video about democracy

First, the pupils write on Worksheet 1 what they understand about being a member of a society and democracy. After this, the pupils discuss and share their views on what they already know about being a member of society and democracy. Then the teacher introduces the students to the topic by showing them a short video about democracy.

Organising an election

What do you need: a place to conduct the election, e.g. the classroom, a ballot box, ballot papers, pens, a voters' list, stamps, Worksheet 2 (Attachment 9.2)

The pupils organise an election in the classroom. First a topic for the election is chosen. The candidates are chosen and presented. Each pupil has their vote and an election is organised. Before starting the election they go through the procedure of how an election is organised.

*An essay about democracy

What do you need: Worksheet 3 (Attachment 9.3)

The pupils write an essay reflecting their own thoughts on democracy and being a member in a society. The pupils use Worksheet 3 for help.

Why and how do people take part in a society?

What do you know about democracy?

Democracy in Finland.

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 6th 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 5	*Grade 6
The learning environment is safe and friendly.	<input type="checkbox"/>	<input type="checkbox"/>
The learning environment is rich and supports learning.	<input type="checkbox"/>	<input type="checkbox"/>
I foster learner autonomy		
• 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"/>
I give learners opportunities for cooperative learning.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my lessons in order to ensure learners speak, write and read more than I do.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my teaching with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
The intended learning outcomes for language are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
The oral and/or written language input is extensive.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The academic language is visible to learners.	<input type="checkbox"/>	<input type="checkbox"/>
Intended learning outcomes for content are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The content is academically challenging.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on learning with my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on my teaching.	<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.

Arriving at school

- Hello / Hi
- How are you?
- Good morning
- Wash your hands
- Take off your outside clothes
- Put your shoes away
- Put your slippers on

The beginning of the lesson

- Please go to your place
- Sit down please
- Go and get your things
- Please quieten down
- Let’s start the lesson
- Please wait

The end of the lesson

- Mark your homework
- Clean up please
- Pack up your things
- Don’t forget your books
- Thank you for the lesson
- Did you have a good lesson?
- It was a really good lesson!
- Goodbye
- See you tomorrow!

Morning circle

- Good morning!
- How are you?
- How many pupils are there?
- Is Auri here?
- Where is Ali?
- How was your weekend?
- What day is it today?
- What day was yesterday?
- What day will tomorrow be?
- What day will the day after tomorrow be?
- What is today’s date?
- What month is it?
- What season is it?
- What year is it?
- How is the weather today?
- What did you have for breakfast today?
- Let’s check the timetable for today

Lunch

- Please go to your place
- Would you like milk or water?
- Today’s food is salmon pasta
- In the salad there is lettuce, cucumber and tomatoes
- Anyone who has a red shirt can come and get their food
- Would you like salad dressing?
- Please taste your salad / food
- Would you like some more?
- Would you like some crispbread?
- Enjoy your lunch / meal!

Topics

Early autumn

1. THIS IS ME

Strengths and values

Content outcomes

You can:

- communicate respectfully with others
- identify the differences between polite and impolite
 - discussion
 - behaviour
- describe different strengths and situations where you can use these
- explain five values and choose which of those are important to you
- prioritise your top three values.

Language outcomes

You can:

- give clear explanations using examples
- find words and phrases to comfort your friend when they are feeling bad/sad
- talk about your own values and attitudes in life
- help others to find the needed word or phrase if someone else is having difficulty finding words
- disagree and negotiate politely
- increase positive self-talk.

Key phrases

- Please.
Thank you.
May I...?
- I am socially competent. I can go and ask for directions when I'm lost.

I am always honest. I would suit well for school council.

Key phrases

- Are you OK?
Can I help you?
Is there anything I can do for you?
The most important value for me is my family.
I don't eat meat because I respect animals.

1. This is me – Strengths and values

Teaching materials

Scaffolding

Input scaffolding

- Strength flashcards

Output scaffolding

- Strength flashcards
- Speaking frames 1 & 2

LOTS & HOTS

- listing
- prioritising
- identifying
- telling
- writing
- explaining

Attachments

- Attachment 1.1: Strength flashcards
- Attachment 1.2: Speaking frame 1
- Attachment 1.3: Speaking frame 2

Activities

Finding your own strengths

What do you need: Strength flashcards (Attachment 1.1), art materials

Under the guidance of the teacher, the pupils get to know different strengths and how they are written and expressed.

The class can concentrate for example on one strength per week. Strength cards will be on display so the pupils can see them at all times.

After getting to know the different strengths, the pupils choose five core strengths. The pupils draw their hand on paper and write their core strengths in each finger. Each student's core values are put on display.

A drama rehearsal

The pupils form groups of 2–3 and construct a drama rehearsal. The pupils think of different situations where one might need comfort.

Pupil 1: Are you ok?

Pupil 2: Is there anything I can do for you?

Finding strength in friends and an exercise of positive self-talk

What do you need: Speaking frame 2 (Attachment 1.3), pieces of paper.

Look at positive affirmations at Speaking frame 2. What are you good at? Are you a good listener? Are you a leader? Everyone thinks of what they are good at and writes it down.

The teacher assigns pairs and everyone thinks of a positive affirmation for their partner, writes it down on a piece of paper and gives it to their pair.

Now everyone has two affirmations for themselves. Read them out loud and talk about these affirmations. How would you feel if you did this more often?

2. THIS IS ME

Me as a learner, *learning strategies

Content outcomes

You can:

- list ways to learn/*learning strategies
- name two ways you learn the best
- *make a plan for improving your own learning
- seek pleasure from learning.

Language outcomes

You can:

- describe how you learn the best
- *explain why some learning strategies work better for you than others
- use the following adjectives to make comparisons
- use the following adverbs correctly
- use the following phrasal verbs correctly
- demonstrate the use of some (3–5) language learning strategies
- explore your beliefs about language learning.

Key words

*visual, auditory, physical, social

Key phrases

- The way I learn best is by listening and writing notes.
- The way I learn best is by doing experiments on the subject.
I learn mathematics better if I use manipulatives.
I remember things better when I see them.
- *I don't disturb others by making noise even if it doesn't affect my learning.

2. This is me – Me as a learner, *learning strategies

Teaching materials

Scaffolding

Input scaffolding

- List of learning methods and strategies
- *Six powerful learning strategies
<https://bit.ly/5-6EEH001>



- *A test to find out how you learn best
<https://bit.ly/5-6EEH002>



Output scaffolding

- *Speaking/writing frame 1
- *Worksheet 1

LOTS & HOTS

- explaining
- listing
- choosing
- comparing
- discussing
- describing

Attachments

- Attachment 2.1: List of learning methods and strategies
- *Attachment 2.2: Speaking/writing frame 1
- *Attachment 2.3: Worksheet 1: Questions

Activities

Different ways of learning

What do you need: List of learning methods and strategies (Attachment 2.1)

The teacher introduces students to different learning methods. The pupils then describe themselves as learners - what is the best way to learn? The pupils discuss the different ways of learning new things.

Pupil: *The way I learn best is by...*

*Different ways of learning

What do you need: Speaking/writing frame 1 (Attachment 2.2), Worksheet 1 (Attachment 2.3)

The pupils describe which learning strategies work better for them and think about how they could improve their skills. The pupils answer questions found in the worksheet 1.

3. ME AS A SCIENTIST

*Energy

Content outcomes

You can:

- name and give examples of different forms of energy
- explain the main ways energy can be transformed.

Language outcomes

You can:

- speak about the energy cycle chart
- use scientific language to speak about energy
- visualise words and concepts (e.g. by using a graphic organiser)
- use a model to describe different forms of energy
- read a long English text about energy
- paraphrase and/or summarise a text.

Key words

heat, light, sound, energy budget, albedo, reflection, absorption, radiation, unequal heating, forms of energy, kinetic energy, sound energy, light energy, heat energy, potential

Key phrases

- Energy does not disappear. It just changes its form.
- Energy is present everywhere.

Teaching materials

*Scaffolding

Input scaffolding

- Different forms of energy
<https://bit.ly/5-6EEH003>



Output scaffolding

- Speaking/writing frame 1
- Worksheets 1, 2 and 3

*LOTS & HOTS

- creating
- discussing
- naming
- writing
- telling
- listing

*Attachments

- Attachment 3.1: Speaking/writing frame 1
- Attachment 3.2: Worksheet 1: Renewable energy, match the pairs
- Attachment 3.3: Worksheet 2: Renewable energy, fill in the blanks
- Attachment 3.4: Worksheet 3: Crossword puzzle

*Activities

Discussion and pantomime rehearsal

What do you need: paper, pencils, video about different forms of energy, Speaking/writing frame 1 (Attachment 3.1)

The pupils watch a video about the different forms of energy and discuss the topic. They learn to name and give examples of energy and explain the main ways energy can be transformed. The forms of energy are written on the board.

The pupils then work in groups of 3-4. They come up with different situations where some form of energy is needed. The pupils write these situations down.

After that the groups come together for a pantomime rehearsal. Each group acts out their situations one by one and others try to guess what kind of energy form the situation includes.

Examples of situations:

- Sunbathing on the beach.
- Playing football.
- Walking outside in the freezing cold.
- Riding a bicycle.
- Cooking food on a stove.
- Throwing a ball.

Renewable energy

What do you need: Worksheet 1 (Attachment 3.2), Worksheet 2 (Attachment 3.3)

The pupils read a text about renewable energy. Then they fill in the blanks in Worksheet 2 and match the correct concept and explanation in Worksheet 1.

Crossword puzzle: Energy

What do you need: Worksheet 3 (Attachment 3.4)

The pupils fill in a crossword puzzle about energy and its forms in worksheet 3.

4. ME AS A SCIENTIST

European countries and cultures

Content outcomes

You can:

- locate Europe on a world map or a globe
- name 15 countries in Europe
- identify at least 15 European flags
- *research key features of European countries:
 - population
 - flags
 - size
- compare the key features of different European countries.

Language outcomes

You can:

- ask questions about the presentations
- answer questions about the presentations
- read a long English text about a country and summarise it
- read selectively
- *create a well-organised presentation (speech, video, poster) on your chosen country
- self-record your presentation and then evaluate that recording.

Key words

the map of Europe, the European Union, seas, capital cities, population, languages, republic and monarchy, borders, coastline, mountain range systems, vegetation, climate and weather, country, flags

Teaching materials

Scaffolding

Input scaffolding

- A map of Europe, names of countries
- European flags flashcards
- Weather symbols

Output scaffolding

- Questions for classmates' presentations
- Instructions for presentation

LOTS & HOTS

- applying
- planning
- explaining
- examining
- writing
- creating

Attachments

- Attachment 4.1: A map of Europe
- Attachment 4.2: Weather symbols
- Attachment 4.3: Instructions for presentation
- Attachment 4.4: Questions for your classmates' presentations
- Attachment 4.5: European flags flashcards

Activities

Presentation: Weather report

What do you need: A map of Europe without the names of countries (Attachment 4.1), pencils, weather symbols (Attachment 4.2)

The pupils make a weather report in pairs. They draw or mark weather symbols on 15 countries of their choice and present the weather report to the class.

Memory game of flags

What do you need: European flags flashcards (Attachment 4.5)

The pupils get to know European flags and try to connect the name of the country to the right flag. They play a memory game in pairs or small groups.

*Presentation: European countries

What do you need: Computers or iPads for the search, materials for a poster, Instructions for presentation (Attachment 4.3), questions for your classmates' presentation (Attachment 4.4)

The pupils make a presentation of a European country of their choice. First they search for a text about their chosen country and read it. After that they summarise the text in their own words. After summarising the text the pupils plan a poster about their country and design it. When the posters are ready, they are presented to the class. Then the others ask questions about the presentation.

Examples of questions:

- Why did you choose this country?
- What was the most interesting thing you found out about the country?
- Where did you succeed? What are you proud about?
- What could you do better next time?

5. ME AS A SCIENTIST

*Continents and oceans

Content outcomes

You can:

- identify the borders of continents
- name and place the seven continents and the five oceans on a map
- identify the oceans and continents on a map
- compare the sizes of continents.

Language outcomes

You can:

- give instructions where to go by using points of a compass
- say something about every continent
- read a short text about a continent
- skim texts for key ideas
- guess meaning from context.

Key words

Asia, Europe, South America, North America, Australia, Antarctica, Africa, South Pole, North Pole, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean

Key phrases

- South America is bigger than Australia.
Europe is smaller than Asia
- If I am in the middle of the Atlantic Ocean which way would I go to get to Iceland?
- The continents from biggest to smallest are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia
- Penguins live in Antarctica.
- Africa has the most countries of all the continents

Teaching materials

*Scaffolding

Input scaffolding

- 10 facts about Australia
<https://bit.ly/5-6EEH004>



- How to use a compass?
<https://bit.ly/5-6EEH005>



*LOTS & HOTS

- creating
- inventing
- planning
- designing
- showing
- categorising
- naming

*Activities

A video: 10 Facts about Europe / Africa / Australia / ...

What do you need: Computers or iPads

Working in pairs or groups of three, pupils make a video about a continent - they find 10 facts and try to be creative. When all videos are done, the group watches all videos together.

A video: How to use a compass?

What do you need: Computers or iPads

The pupils watch the video about how to use the compass and make their own video demonstrating the use of a compass. This exercise can be made in pairs.

A quiz

What do you need: Paper or computers

Working individually or in pairs, the pupils make a quiz (on paper or in Kahoot!) about a continent. It can be based on the continent videos made earlier. Then, the group plays all the quizzes to revise the newly learned information.

6. ME AS A SCIENTIST

Mathematics – Revision of multiplication and division

Content outcomes

You can:

- name the parts of
 - a multiplication number sentence
 - a division number sentence
- ask and answer problems using multiplication
- ask and answer problems using division
- identify the unknown in a calculation
- *explain how to solve equations.

Language outcomes

You can:

- explain the terminology in multiplication and division (using your L1 if needed)
- explain how to solve the equations and use correct terminology and word order
- create your own word problems for others to solve
- ask and answer questions about your word problems.

Key words

multiplicand and multiplier (together called factors), product, dividend and divisor, quotient

Key phrases

- There are 24 people. How many tents are needed if one tent can fit four people?
The unknown is the amount of tents.
- $*24/4 = x \rightarrow x = 6$

The amount of people is divided by the amount of people one tent can fit. This way we can solve how many tents are needed and the answer is 6.

Teaching materials

Scaffolding

Input scaffolding

- Key words/phrases
- List of roller coaster lengths

Output scaffolding

- Worksheets 1 and 2

LOTS & HOTS

- remembering
- explaining
- discussing
- understanding
- applying
- analysing
- evaluating

Attachments

- Attachment 6.1: Key words/phrases
- Attachment 6.2: Worksheet 1: Word problems
- Attachment 6.3: Worksheet 2: Solving equations
- Attachment 6.4: List of roller coaster lengths

Activities

Revising multiplication

What do you need: Different objects (for example pencils, blocks, rubbers, etc.), Key words/phrases (Attachment 6.1)

The pupils first revise the concepts of multiplier, multiplicand and product with the help of the teacher. They also revise the commutative property of multiplication and order of operations in multiplying. Key words/phrases are put on display.

The pupils can work in pairs. They demonstrate multiplications by alternately constructing various expressions with different objects. For example: $4 \times 3 = 12$.

The pupil constructs four piles of three pencils. The other pupil says the expression and the product out loud. Then they switch turns.

Revising division

What do you need: paper, pencils, Key words/phrases (Attachment 6.1), Worksheet 1: (Attachment 6.2)

The pupils first revise the concepts of dividend, divisor, quotient and remainder with the help of the teacher. They also revise the concept of divisibility and examine it. Key words/phrases are put on display.

The pupils create word problems that include divisions. They draw and write their problems on paper. After that they solve each other's divisions.

E.g.

Pupil 1: *There are 24 people. How many tents are needed if one tent can fit four people?*

Pupil 2: *The expression is $24:4$ (twenty-four divided by four). The quotient is 6. The unknown is the amount of tents.*

*The amount of people is divided by the amount of people one tent can fit. This way we can solve how many tents are needed and the answer is 6.

*Roller coaster mayhem

What do you need: List of roller coaster lengths (Attachment 6.4)

The pupils examine the worksheet with information about the longest roller coasters.

They will then write their own multiplication exercises about the roller coasters.

E.g.

How far would you get if you rode the Steel Dragon 2000 25 times?

How many times would you need to ride Taiga to travel the same distance as from Helsinki to Lahti (101 km)?

If you went to Linnanmäki every day during summer holiday (67 days) and always rode the Taiga 5 times, what distance would you have traveled?

7. ME AS AN ARTIST

Experimental arts and crafts

Content outcomes

You can:

- name different
 - colours
 - patterns
 - textures
 - materials
 - shapes
 - styles
- produce arts and crafts by using a variety of different materials
- plan your own designs
- choose the suitable materials for your designs
- **give helpful feedback to your peers.*

Language outcomes

You can:

- present your own product to classmates
- **ask questions about your friends' products*
- *use the correct word order in questions and answers*
- *write a description of your work process that someone can easily follow*
- *reflect on your learning process*
- *disagree and negotiate politely.*

Key words

colours, patterns, textures, materials, shapes, styles, blueprints, hard materials, different types of wood/metals/plastic, soft materials, fabrics/string/cotton, art materials, brushes, colours, papers/canvases, markers, **feedback*

Key phrases

- I made these blueprints for a pair of shorts I want to make.
- I will make these shorts out of denim because it is a very durable and fashionable material.
- **I really like your shorts. I would have added more pockets, but they look very fashionable. I painted this picture with acrylic paint on a cotton canvas. What materials did you use in your mother's day card?*

Teaching materials

Scaffolding

Output scaffolding

- Worksheet 1
- Speaking/writing frames 1 and 2

LOTS & HOTS

- creating
- designing
- explaining
- examining
- categorising
- discussing
- naming

Attachments

- Attachment 7.1: Worksheet 1: Table of materials
- Attachment 7.2: Speaking/writing frame 1
- Attachment 7.3: Speaking/writing frame 2

Activities

Know your materials!

What do you need: pieces of different arts and crafts materials, Worksheet 1 (Attachment 7.1)

The pupils get to know different materials that can be used to design and make different products at school arts and crafts lessons. The pupils can get to know materials such as different fabrics, wood, metal and plastic.

This assignment is done in stations. The pupils work in pairs and work their way through each station in numbered order. In each station they explore a different material. They fill in their chart (Worksheet 1: Table of materials).

After working in stations the pupils go through their observations together with the help of the teacher.

Design an outfit or a household item

What do you need: materials for the production, Speaking/writing frame 1 (Attachment 7.2)

Each pupil makes a plan / a blueprint. They present their plan to a classmate and comment on each other's work.

They document their planning and production with pictures so that in the end they will be able to explain what they have done. They describe their working process with the help of Speaking / writing frame 1.

*Art exhibition with gallery walk and artist interviews followed by critique

What do you need: Speaking/writing frame 2 (Attachment 7.3), art works made by the pupils

The art works of pupils are put on display. The teacher guides the pupils to look at each other's work and ask questions about their work. The pupils discuss their work and review their peers.

Checklist for good pedagogical practices



	Grade 5	Grade 6
The learning environment is safe and friendly.	<input type="checkbox"/>	<input type="checkbox"/>
The learning environment is rich and supports learning.	<input type="checkbox"/>	<input type="checkbox"/>
I foster learner autonomy		
• 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"/>
I give learners opportunities for cooperative learning.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my lessons in order to ensure learners speak, write and read more than I do.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my teaching with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
The intended learning outcomes for language are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
The oral and/or written language input is extensive.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The academic language is visible to learners.	<input type="checkbox"/>	<input type="checkbox"/>
Intended learning outcomes for content are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The content is academically challenging.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on learning with my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on my teaching.	<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.

8. THIS IS ME

Diversity and equality

Content outcomes

You can:

- examine the terminology of equality
- assess the importance of equality
- explain what makes people
 - the same
 - different.

Language outcomes

You can:

- define the basic terminology of equality
- have a discussion about equality
- express your opinion on equality
- make a mind map about equality
- **write down an essay on your thoughts about equality.*

Key words

equality, equal rights, fair, treatment

Key phrases

- Equality is
 - understanding that everyone is different but that we are all people
 - knowing that everyone has the right to be treated fairly
 - treating others with respect.
- Similarities: all people have needs/likes/feelings/thoughts
Differences: hair colour, eye colour, what we like, our personalities, where we live, skin colour...
- Is everybody equal?
Why is equality important
 - to you?
 - to your relatives?
 - to foreigners?

Give examples of everyday situations:

- at school
- home
- in your freetime where you can identify equal rights.

8. This is me – Diversity and equality

Teaching materials

Scaffolding

Input scaffolding

- E.g. the story of Malala Yousafzai
<https://bit.ly/5-6EEH006>



- Human rights flashcards

Output scaffolding

- Worksheet 1

LOTS & HOTS

- analysing
- explaining
- comparing
- contrasting
- solving
- discussing
- relating
- writing

Attachments

- [*Attachment 8.1: Worksheet 1: Essay](#)
- Attachment 8.2: Human rights flashcards

Activities

Drama exercise

The pupils work in small groups and play a scene from everyday life: e.g. someone is left out from a group because he/she is different in one way or another. They reflect on the reason he/she is left outside and think about their reaction. They play out the scene and then think about what was said and done and how that makes everybody feel.

In the end, the pupils discuss together why everybody should be treated the same way.

Human rights

What do you need: Human rights flashcards (Attachment 8.2)

The pupils get to know human rights and topics concerning diversity and equality. The pupils learn the important concepts.

The pupils are divided into groups of three or four. Each group is given cards about human rights. Out of all human rights, the groups choose ten of the most important rights in their opinion.

After this, they discuss how these rights are realised in their own lives. Then the pupils arrange the cards in order of importance. The most important human right is on top and the least important on the bottom.

After the group activity, the pupils take a look at other groups' order of importance and compare it to their own.

*Write an essay

What do you need: [Worksheet 1 \(Attachment 8.1\)](#), the link to the story of Malala

[Read about Malala's life.](#)

[Write an essay reflecting on what you learned about Malala \(Worksheet 1\).](#)

9. THIS IS ME

Being a member of society

Content outcomes

You can:

- examine the terminology of democracy
- describe the importance of democracy
- understand democracy
- *understand why and how people can take part.

Language outcomes

You can:

- identify and contrast the core terminology of democracy
- have a discussion about democracy based on a text or a video
- *express your opinion on democracy
- use relevant phrasal verbs correctly.

Key words

election, represent, candidate, stand for election, belong, to a political party, policies, citizen, vote, number of votes, majority, involvement, council, issues, rule by the people

Key phrases

- What do you know about democracy?
It is a political system.
- demos + kratos = people + rule / strength
- What do you think democracy means?
Do we get to decide on the rules?

9. This is me – Being a member of society

Teaching materials

Scaffolding

Input scaffolding

- Democracy - Educational videos for kids
<https://bit.ly/5-6EEH0031>



Output scaffolding

- Worksheets 1, 2 and 3

LOTS & HOTS

- planning
- deciding
- choosing
- justifying
- discussing
- writing
- telling

Attachments

- Attachment 9.1: Worksheet 1: Being a member of a society
- Attachment 9.2: Worksheet 2: Election flyer / poster
- *Attachment 9.3: Worksheet 3: Essay

Activities

A member in a society and the meaning of democracy

What do you need: Worksheet 1 (Attachment 9.1), computers, the video about democracy

First, the pupils write on Worksheet 1 what they understand about being a member of a society and democracy. After this, the pupils discuss and share their views on what they already know about being a member of society and democracy. Then the teacher introduces the students to the topic by showing them a short video about democracy.

Organising an election

What do you need: a place to conduct the election, e.g. the classroom, a ballot box, ballot papers, pens, a voters' list, stamps, Worksheet 2 (Attachment 9.2)

The pupils organise an election in the classroom. First a topic for the election is chosen. The candidates are chosen and presented. Each pupil has their vote and an election is organised. Before starting the election they go through the procedure of how an election is organised.

*An essay about democracy

What do you need: Worksheet 3 (Attachment 9.3)

The pupils write an essay reflecting their own thoughts on democracy and being a member in a society. The pupils use Worksheet 3 for help.

Why and how do people take part in a society?

What do you know about democracy?

Democracy in Finland.

10. ME AS A SCIENTIST

Light and dark

Content outcomes

You can:

- identify a range of light sources
- explain what causes darkness
- explain what you need light for
- imagine and describe a world without light
- explain how sunlight affects the Moon.

Language outcomes

You can:

- name numerous light sources
- discuss the importance of light
- read a text several times for different purposes
- *explain the importance of light for life on earth
- create a graphic organiser to explain key points.

Key words

light, dark, night, the Sun, sea, the Moon, light source, visible, illuminate

Key phrases

- What is light?
Can you name something that gives out light?
How does light help us to see?
What is dark?
Can we see in the dark?
How do we see things?
How are shadows made?
Why do we need light?

Teaching materials

Scaffolding

Input scaffolding

- Shadow dance: The Lion King
<https://bit.ly/5-6EEH008>



- Shadow play instructions
<https://bit.ly/5-6EEH009>



- Light and dark
<https://bit.ly/5-6EEH0010>



Output scaffolding

- Worksheet 1

LOTS & HOTS

- planning
- investigating
- showing
- solving
- understanding
- writing

Attachments

- Attachment 10.1: Worksheet 1: Crossword puzzle
- Attachment 10.2: Model of cause-effect diagram

Activities

Vocabulary practise: A crossword puzzle

What do you need: Worksheet 1 (Attachment 10.1), pencils, paper for the mindmap

The pupils solve the puzzle and then make a mindmap about light sources.

Shadow play - how is a shadow formed?

What do you need: Shadow play instructions video, computers or iPads

First the pupils find information about the forming of a shadow, e.g. a computer.

The pupils mimic different animals using their hands. One pupil at a time mimics a certain animal with his/her hands and the others try to guess which animal it is.

*Understanding the importance of light for life on Earth

What do you need: The link to the 'light and dark' video, Model of a cause-effect diagram (Attachment 10.2)

Revise first by watching the video on light and dark.

The pupils think of an example with light and dark and create a cause-effect diagram. They then explain it to their pair/group/class.

11. ME AS A SCIENTIST

Sound

Content outcomes

You can:

- explain how sounds are made
- explain how sound travels from a sound source to our ears
- understand how the ear functions
- explain how vibrations change when a sound gets louder
- *explain the link between loud and quiet sounds and the size of the vibrations.

Language outcomes

You can:

- describe and compare different types of sound
- describe sound sources
- express your opinion on different sounds
- seek out associations between hard to remember words and familiar words
- read a text several times for different purposes
- use a monolingual dictionary
- look up words you do not understand.

Key words

sound, volume, amplitude, loud, quiet, wave, travel, particles, ear, high, low, pitch, energy, distance, vibrate/vibration, sound proof, music, instruments, noise, note, pinna, hammer, anvil, nerve, cochlea, eardrum,

Key phrases

- Traffic sound is called noise.
Sounds from instruments are called music.
I like/don't like the sound of _____ because _____.
- The sound source vibrates. The vibrations pass from the sound source to particles in the air around it. The vibrations pass from particle to particle. The vibrations enter the ear. The vibrations are changed to electrical signals and sent to the brain.

Teaching materials

Scaffolding

Input scaffolding

- What is sound?
<https://bit.ly/5-6EEH0011>



- Key phrases

Output scaffolding

- Speaking/writing frame 1

LOTS & HOTS

- explaining
- examining
- identifying
- categorising
- naming
- telling

Attachments

- Attachment 11.1: Speaking/writing frame 1
- Attachment 11.2: Key phrases

Activities

Different instruments theory

What do you need: Speaking/writing frame 1 (Attachment 11.1), Key phrases (Attachment 11.2), different musical instruments, computers, What is sound? video

The pupils first watch a video about sound and discuss it. They learn that all sounds are made through vibrations. They learn to explain how sound travels from the sound source to our ears. Key phrases can be put on display.

Different instruments practice

What do you need: different musical instruments, Key phrases (Attachment 11.2), [*Speaking/writing frame 1 \(Attachment 11.1\)](#)

This activity should be done in the music classroom. The pupils start exploring different musical instruments in the music classroom. The pupils also revise the names of different musical instruments with the help of the teacher. This activity can be done in stations.

The pupils test out different instruments and find out how the sound is made in each one of them. They feel the musical instrument's vibrations with their hand and try different volumes and amplitudes of sound (quiet, loud, high, low...). [*The pupils test the link between loud and quiet sounds with different musical instruments.](#)

The pupils then categorise different musical instruments according to which part of the instrument vibrates and makes the sound:

- string / reed (guitar, bass, piano)
- (drum) head (drum, tambourine)
- air (flute, clarinet)
- object (claves, triangle)

Key phrases and words are put on display and said out loud.

Sounds from instruments are called music.

I like / don't like the sound of _____ because _____.

[*The pupils then write about sound using Speaking/writing frame 1.](#)

12. ME AS A SCIENTIST

Space

Content outcomes

You can:

- explain what you see when you look to the sky when it is
 - light
 - dark
- name and describe features of the planets in our solar system
- put the planets in our solar system in order
- *explain the difference between a planet and a star
- explain why people live on Earth and not on the moon
- compare Earth with other planets in the solar system
- create your own planet.

Language outcomes

You can:

- match pictures and words about what we see in the sky
- *recognise and explain the difference between *a* and *the*
- fill in a graphic organiser showing similarities and differences between planets
- prepare and present a poster on your chosen planet.
- describe your own planet using scientific language
- write a text with an introduction, a middle and an end.

Key words

meteorites, galaxy, satellite, comet, falling comet, the Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, astronaut, planet, rocket, asteroids, the Solar System, the Milky Way, star, the planets, the sky

Key phrases

- Why can people live on earth?
What can't people live on the sun, Jupiter etc.?
- *Who was the planet discovered by?
When was it discovered?
Who was the planet named after?
The temperature / colour of the planet is _____.
The planet is made of _____.
The planet has _____ moons / days in a year
Interesting fact about the planet is _____.

Teaching materials

Scaffolding

Input scaffolding

- The Solar System Planets
<https://bit.ly/5-6EEH0012>
- The Solar System Song
<https://bit.ly/5-6EEH0013>
- Text of Mercury



Output scaffolding

- Worksheet 1

LOTS & HOTS

- creating
- planning
- designing
- imagining
- examining
- showing
- discussing

Attachments

- Attachment 12.1: Worksheet 1: My favourite planet
- Attachment 12.2: Text of Mercury

Activities

Getting to know the solar system

What do you need: Worksheet 1 (Attachment 12.1), Text of Mercury (Attachment 12.2), computers

The pupils watch a video of the solar system and planets.

*A presentation on a planet in our solar system is made. The teacher assigns each pupil a planet. The pupils read the text of a planet description and make their own. The pupils present their work to the class.

*Create your own planet

What do you need: materials depending on the way of presenting

With their knowledge of the solar system, the pupils invent a planet of their own. They make a poster or a video animation of their imaginary planet.

The presentation should include:

- the name of the planet
- what life is like on the planet
- who lives on the planet
- what the planet looks like
- what the size of the planet is

*Quiz about the planets

The pupils, working in pairs or small groups, create a quiz (Kahoot!) on the planets. Each group can make 2–3 questions, and the teacher helps put together the quiz for the whole group.

13. ME AS A SCIENTIST

Mathematics – Scale, expanding and downsizing

Content outcomes

You can:

- calculate the area of enlarged shapes
- calculate the perimeter of enlarged shapes
- explain how to enlarge an object
- name the terms in scale calculation
- *solve problems involving shapes where the scale factor is known or can be found.

Language outcomes

You can:

- name the terms in scale calculation
- explain how you worked out your answer.

Key words

double, triple, quadruple, scale factor, enlarge, downsize, proportions, similar, length, width, area, same as, different, enlarged/downsized, length/width/volume

Key phrases

- The enlarged image is similar to the original. All the edge lengths are multiplied by the same amount. The corresponding angles are the same. The corresponding lengths are proportional.
- *Mrs Jones decides she wants a larger lawn. She decides to enlarge it by a scale factor of three. How much fencing does she now need? Show how you are working it out. What is the area of this shape if it is enlarged by a scale factor of three?

Teaching materials

Scaffolding

Input scaffolding

- Key phrases

Output scaffolding

- Speaking/writing frame 1

LOTS & HOTS

- creating
- comparing
- identifying
- solving
- naming
- analysing

Attachments

- Attachment 13.1: Key phrases
- Attachment 13.2: Speaking/writing frame 1

Activities

Discussion

What do you need: Key phrases on display (Attachment 13.1), Speaking/writing frame 1 (Attachment 13.2)

Discuss where you can find reductions and enlargements in real life (for example maps). The pupils take a look at different kinds of reductions and enlargements. They compare the original picture to its reduction or enlargement.

The pupils learn about the concept of scale, enlargement and reduction. They also learn how to write and say out loud the scale of reduction and the scale of enlargement. The pupils can use the speaking / writing frame as help. The key phrases are put on display.

2:1 (a scale of two to one) – enlargement

1:3 (a scale of one to three) – reduction

Different sized shapes

What do you need: grid paper, pencils, rulers

The pupils first draw a square (for example 4 x 4) on grid paper to practice enlargement and reduction. This activity can also be done using geometry boards and rubber bands.

The teacher gives instructions on how to draw the next squares by using the correct terms.

Enlarge the size of the square by doubling it.

Enlarge the size of the square on a scale of two to one.

Reduce the square on a scale of one to four.

*Enlargement of a picture

What do you need: a picture, paper, pencils, grid paper

The pupils first choose a picture that they want to create a grid enlargement of. Each pupil draws an agreed amount of lines on top of the original picture that form a grid.

The pupils then draw the same amount of lines to their work surface. The pupils transfer what they see in the original photo onto their work surface square by square. The pupils colour their pictures with matching colours and pencils.

This assignment can also be done in groups. In this version the picture is divided into multiple parts. Each part is given to a different pupil for the grid enlargement. In the end the parts are united into one larger picture.

14. ME AS A SCIENTIST

Mathematics – Converting scale calculation into map interpretation and ***calculating distances**

Content outcomes

You can:

- read a map
- understand the concept of
 - a scale drawing
 - actual measures
- understand the link between scale drawing and actual measures
- ***interpret scale drawings into actual measures**
- **interpret actual measures into scale drawings**
- name occupations that use scale drawings
- **calculate the distance between locations by using map scale.**

Language outcomes

You can:

- ***use scaled measurements and explain it**
- explain how you worked out the scale in a problem-based task
- explain how you read and interpret a map
- explain where you need scale drawing
- use prepositions correctly.

Key words

scale drawing, actual measures, on a scale of 1:20 (one to twenty), scaled measurements, scale ratio, going across, going up, horizontal, vertical, grid, map skills, compass points, contours, direction, distance, east/west/south/north, four-figure, symbols, map scale, ***architect, cartographer, builder, plumber, electrician, interior designer**

Key phrases

- One unit on the map corresponds to x units in...
- ***Enlarge/reduce the picture**
- Describe the scale of the pictures
- This picture is an enlargement on a scale of one to fifty.

Teaching materials

Scaffolding

Input scaffolding

- Key phrases

Output scaffolding

- Speaking/writing frame 1

LOTS & HOTS

- designing
- evaluating
- comparing
- solving
- naming
- telling
- understanding

Attachments

- Attachment 14.1: Key phrases
- Attachment 14.2: Speaking/writing frame 1

Activities

Discussion: Different maps and scales

What do you need: Key phrases (Attachment 14.1), Speaking/writing frame 1 (Attachment 14.2), maps, rulers, computers

The pupils get to know different maps and their scales together. They discuss how much one centimetre on the map is in reality by exploring the scale of the map. The pupils can also get to know different map software and graphic scales. The pupils discuss the findings together in the classroom.

*Calculating distances between locations

What do you need: Key phrases (Attachment 14.1), Speaking/writing frame 1 (Attachment 14.2), classroom board

The units of measurements are revised. The teacher then draws 5–8 points on the board and names them. The scale of the board map is 1:1000. The teacher tells the pupils that 1 cm on the board represents 1000 cm in reality (or 10 m). The pupils then count the actual distances between the points with the help of the teacher.

What is the actual distance between point A and point B? In the picture on the board the distance is 5 cm.

The scale of the board map is 1:1000. 1 cm corresponds to 1000 cm. It means that 5 cm corresponds to 5×1000 cm. The answer is 5000 cm or 50 m.

The expression is written on the board.

*Drawing maps

What do you need: paper, pencils, rulers

The pupils draw a map of their own. This activity can be done in pairs. The pupils mark out 5–10 places / points on their maps. The teacher tells the pupils that the scale of the map is 1:1000 (1 cm on the map represents 1000 cm in reality (or 10 m)).

The pupils practice calculating actual distances using the scale of the map. The pupils measure different distances to an accuracy of centimetres. Then they calculate the actual distances between the places.

After calculating the distances on their own maps, the pupils change maps and calculate the distances on each other's maps.

What is the actual distance between x and y?

15. ME AS AN ARTIST

Art in different countries and cultures: Egypt

Content outcomes

You can:

- name different countries and cultures that have influenced today's art
- put different eras and their art in a chronological order
- describe the main features of different types of art
- describe how art has changed over time
- give examples of modern art
- compare how
 - different objects have been depicted in art in different eras
 - people have been depicted in art in different eras.

Language outcomes

You can:

- speak and write about art in different eras using adjectives, phrases and other new words from your personal word and phrase bank
- explore websites in L2
- **write a short text where you compare and contrast art in different countries and cultures.*

Key words

- China, Japan, Ancient Rome, Ancient Greece, Egypt, Mesopotamia, India, religious art, renaissance, dadaism, cubism, impressionism, expressionism, surrealism.

15. Me as an artist – Art in different countries and cultures: Egypt

Teaching materials

Scaffolding

Input scaffolding

- Egyptian word flashcards
- Ancient Egypt for Kids: A History Song
<https://bit.ly/5-6EEH0014>



- Write your name in hieroglyphs
<https://bit.ly/5-6EEH0015>



- The British Museum
<https://bit.ly/5-6EEH0016>
(choose an Egyptian Room)



- Egyptian Art History from Goodbye-Art Academy
<https://bit.ly/5-6EEH0017>



- Google Arts & Culture: Modern art
<https://bit.ly/5-6EEH0018>



Output scaffolding

- Speaking/writing frame 1
- Instructions for the mindmap

LOTS & HOTS

- analysing
- creating
- planning
- explaining
- comparing
- showing
- discussing
- finding
- writing
- telling

Attachments

- Attachment 15.1: Egyptian word flashcards
- Attachment 15.2: Speaking/writing frame 1
- Attachment 15.3: Instructions for the mindmap

Activities

Writing names in hieroglyphs

What do you need: The link to the website ‘Write your name in hieroglyphs’

The pupils translate their names into hieroglyphs with the help of the website and then they make a poster of their own name. The posters are out on the wall and the pupils try to guess their classmates’ names in “Ancient Egyptian.”

Describing art and culture in ancient Egypt

What do you need: Egyptian word flashcards (Attachment 15.1), Speaking/writing frame 1 (Attachment 15.2), computers

Firstly, the teacher deals out the Egyptian words flashcards to the pupils. The pupils search for pictures for the words and how the words are pronounced (e.g. Google Translate). Then the pupils present the pictures. After this the teacher can show the history song video.

Then the pupils get to know art and culture in ancient Egypt through the British Museum’s virtual tour. The pupils discuss what they have learned on their virtual tour.

*The pupils write a short text where they compare and contrast art in different countries and cultures.

*The influence of Egyptian art in modern art and architecture

What do you need: the link to the video about Egyptian Art history, computers

The pupils watch the video about Egyptian Art history and make a presentation on a feature of their choice. They can e.g. compare a piece of modern art to Egyptian art or architecture. The pupils can search for pictures and make a collage or a mindmap.

Modern art movements

What do you need: computers, the link to Google Arts and Culture: Modern art, Instructions for the mindmap (Attachment 15.3)

This activity is done in pairs or small groups. The teacher gives each pair/group their own modern art movement to explore. They search for information on the internet and create a mindmap of the art movement. The pupils use ‘Instructions for the mindmap’ as help. The mindmap is presented to the others.

Checklist for good pedagogical practices



	Grade 5	Grade 6
The learning environment is safe and friendly.	<input type="checkbox"/>	<input type="checkbox"/>
The learning environment is rich and supports learning.	<input type="checkbox"/>	<input type="checkbox"/>
I foster learner autonomy		
• 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"/>
I give learners opportunities for cooperative learning.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my lessons in order to ensure learners speak, write and read more than I do.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my teaching with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
The intended learning outcomes for language are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
The oral and/or written language input is extensive.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The academic language is visible to learners.	<input type="checkbox"/>	<input type="checkbox"/>
Intended learning outcomes for content are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The content is academically challenging.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on learning with my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on my teaching.	<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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Early spring



16. THIS IS ME

Organs

Content outcomes

You can:

- name the vital internal organs in human body
- name the main organs of the reproductive system
- explain
 - what different organs do
 - where they are in human body.

Language outcomes

You can:

- skim texts for key ideas
- skim text for words you don't know and look them up
- visualise words and concepts
- ***brainstorm language that might be needed for a task**
- **write about your body using scientific language.**

Key words

heart, brain, lungs, liver, kidneys, stomach, skeleton, intestines, arteries and veins

Speaking/writing frame:

My	heart stomach kidneys liver lungs small intestines	pumps blood. digests food. filter waste. cleans my blood. breathe. absorb nutrients.
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16. This is me – Organs

Teaching materials

Scaffolding

Input scaffolding

- Organ flashcards

Output scaffolding

- Worksheets 1 and 2
- Speaking/writing frame 1

LOTS & HOTS

- choosing
- understanding
- deciding
- solving
- naming
- describing
- writing
- remembering

Attachments

- Attachment 16.1: Organ flashcards
- Attachment 16.2: Worksheet 1: Fill in the blanks 1
- Attachment 16.3: Worksheet 2: Fill in the blanks 2
- *Attachment 16.4: Speaking/writing frame 1

Activities

Memory game: Organs

What do you need: Organ flashcards (Attachment 16.1), pictures of the organs, their names and functions

The pupils play the memory game with different rules.

First match an organ with its name. Then match the name of an organ with its function.

Scientific text: Fill in the blanks

What do you need: Worksheets 1 and 2 (Attachment 16.2 and 16.3), *Speaking/writing frame 1 (Attachment 16.4)

Pupils take both Worksheets 1 and 2 and fill in the blanks.

*The pupils then write a short text about their body using scientific language with the help of Speaking/writing frame 1.

17. THIS IS ME

Life cycle and reproduction

Content outcomes

You can:

- identify different phases of human life
- explain how mammals reproduce.

Language outcomes

You can:

- explain what happens during each phase of human life
- talk and write about your own or your family members' life phases
- use the correct form of the past tense when speaking and writing about the past.

Key words

foetus, baby, toddler, childhood, youth, adolescence, adulthood, old age, penis, vulva, testicles, ovaries, semen

Key phrases

- When I was a baby, we lived in _____.
As a toddler, I fell from my bed.
My great grandmother lived in Germany her whole life.
She died last year.

Speaking frame:

When you are a	baby toddler child teenager adult senior	you	cry and eat a lot learn how to walk and talk go to school graduate go to work get married take care of your grandchildren
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Teaching materials

Scaffolding

Input scaffolding

- Human life cycle
<https://bit.ly/5-6EEH0019>
- Questions



Output scaffolding

- Worksheet 1
- Speaking frame 1

LOTS & HOTS

- creating
- understanding
- remembering
- planning
- discussing
- explaining
- showing
- writing
- telling

Attachments

- Attachment 17.1: Worksheet 1: Interview
- Attachment 17.2: Speaking frame 1

Activities

Interview of a family member / neighbour / family friend

What do you need: Worksheet 1 (Attachment 17.1)

The pupils choose someone older than them for an interview on their childhood. The interview is made with the help of Worksheet 1. They can also come up with more questions together.

Questions:

- When were you born?
- Where did you live as a child?
- What was your family like?
- What was your school like?
- What was your favourite pastime?
- What is your best memory of your childhood?

A short summary of the interview is given to the class.

Discussion

What do you need: a video about the human life cycle, Speaking frame 1 (Attachment 17.2)

The pupils first watch a video about the human life cycle. They then discuss the topic together using Speaking frame 1 as help. They learn how to explain what happens during each phase of a human life. They also learn how to talk about their own life phases.

Growing game

What do you need: Music

Before beginning, the group thinks of ways that babies, children, adults and old people could move in the game.

In the beginning of the game all the children are babies. The babies crawl on the floor while music is playing. When the music stops, they have to find a pair. The pair plays “Rock, paper, scissors”. The winner changes into a child and the loser stays as a baby.

The next time the music stops, each baby still competes with another baby and each child has to find another child. When a child wins “Rock, paper, scissors” he/she changes into an adult and when an adult wins he/she changes into a grandma/grandpa. When a grandma/grandpa wins, he/she wins the game.

18. THIS IS ME

Healthy lifestyle

Content outcomes

You can:

- explain what mental health means
- recognise different emotions and feelings
- identify your own feelings and reactions in different situations
- *describe different mental health problems
- name those who can help you if you don't feel well
 - physically
 - mentally
- identify different drugs.

Language outcomes

You can:

- describe how you feel
- describe different ways of regulating your own emotions
- *do a presentation about mental health (e.g. a poster)
- role-play a visit to the school nurse/the school doctor/a talk with peers about mental health
- describe how different drugs affect your body and mind
- explain the risks of drug use
- use phrasal verbs correctly.

Key words

mental health, emotions, feelings, drugs, legal, illegal, *anger, anxiety and panic attacks, depression, eating problems

Key phrases

- Mental health is a person's condition with regard to their psychological and emotional well-being.
- Mental health problems can affect how a person feels, thinks and behaves.
- Legal drugs are prescribed drugs, medicine, caffeine, cigarettes, and alcohol, for example.
- Illegal drugs are cannabis, heroin, cocaine, LSD and magic mushrooms, for example.
- While cocaine can make you feel confident and wide-awake, it can also give you a heart attack. Selling or possessing illegal drugs is a crime.

Speaking/writing frames on page 62–63.

Teaching materials

Scaffolding

Input scaffolding

- Feelings flashcards

Output scaffolding

- Speaking/writing frames 1, 2 and 3

LOTS & HOTS

- creating
- analysing
- understanding
- discussing
- imagining
- explaining
- comparing
- writing

Attachments

- Attachment 18.1: Feelings flashcards
- Attachment 18.2: Speaking/writing frames 1
- Attachment 18.3: Speaking/writing frames 2
- Attachment 18.4: Speaking/writing frames 3

Activities

Mindmap

What do you need: paper

The pupils, in pairs or groups of three, make a mindmap of a healthy lifestyle, and after this the groups share their ideas with the other groups.

Drama exercise

What do you need: Feelings flashcards (Attachment 18.1), Speaking/writing frames 1 and 2 (Attachment 18.2 and 18.3)

Think of situations that make you feel anxious / bad / angry / upset / nervous / happy / scared / excited / worried / frustrated / proud. Act these scenes to your classmates in small groups and talk about what other feelings could arise from a situation.

Then the pupils, working in pairs and, with the help of Speaking/writing frames 1 and 2, talk about what makes them feel anxious/bad/etc. Alternatively, they can do this exercise in writing.

Discussion

What do you need: Speaking/writing frame 3 (Attachment 18.4)

The pupils discuss the topics of mental health, emotions and feelings and different drugs using the speaking frames as help. They learn how to describe how they feel and how one can regulate one's emotions.

*They also learn to describe how different drugs affect the human body and mind and explain the risks of drug use.

*Discussion with the school nurse

What do you need: questions written in advance by the pupils

The teacher invites the school nurse for a visit to the classroom. The pupils write questions for the school nurse in advance about the topics they are interested in.

Speaking/writing frames:

<p>Reading for the exam Bullying Playing with my friends Spending time with my family Playing (add a hobby) Winning Losing Arguing Fighting Reading a book Dancing Laughing Sports</p>	<p>make(s) me feel</p>	<p>anxious. bad. angry. upset. nervous. happy. scared. excited. worried. frustrated. proud. good.</p>
--	------------------------	--

Speaking/writing frames:

<p>I can try to</p>	<p>breathe slowly calm down talk about it with someone take medication focus on the positive ask for help exercise take time for yourself sleep well go take a walk outside eat well</p>	<p>when I feel</p>	<p>anxious. bad. angry. upset. nervous. happy. scared. too excited. worried. frustrated.</p>
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Speaking/writing frames:

<p>Cigarettes Heroin Cocaine Cannabis Alcohol Using dirty needles</p>	<p>can give you can make you can cause</p>	<p>a happy and calm feeling. sleepy and relaxed. hallucinate. very talkative and giggly. really confident and wide awake. can give you a life threatening disease. an infection. addicted. an overdose that can lead to death. cancer. breathing problems. death. anxiety, depression and mental illness. heart attack. damage your body. financial problems.</p>
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19. ME AS A SCIENTIST

Mathematics – Coordinates and *map coordinates

Content outcomes

You can:

- identify
 - an x-axis
 - a y-axis
 - an origin (0,0)
- find and place a coordinate point in a coordinate system
- draw different geometrical paths and shapes in a coordinate system using coordinate points
- find a location from four-figure coordinates
- give four-figure coordinates for a location
- *read a map and find geographic coordinates in it.

Language outcomes

You can:

- explain how to find a point in a coordinate system
- *write a description of finding a point in a coordinate system.

Key words

coordinate system, coordinate point, x-axis, y-axis, origin, horizontal, vertical, *the line of latitude, the line of longitude, elevation, geographic coordinate system, equator, degrees, minutes, seconds, Prime Meridian

Key phrases

- How do you find coordinate point (2,3)?
The first number is always the x-axis coordinate. The second number is the y-axis coordinate. Therefore the point can be found where a line drawn at x-axis=2 and one at y-axis=3 meet.

Teaching materials

Scaffolding

Output scaffolding

- Worksheets 1, 2 and 3

LOTS & HOTS

- evaluating
- understanding
- explaining
- showing
- solving
- discussing
- naming
- describing
- telling
- investigating

Attachments

- Attachment 19.1: Worksheet 1: Coordinate system
- Attachment 19.2: Worksheet 2: Battleship grid
- Attachment 19.3: Worksheet 3: Find the capital city

Activities

Drawing shapes

What do you need: Worksheet 1 (Attachment 19.1), pencils, rulers

The pupils first revise the concepts of coordinate system, coordinate point, x-axis, y-axis and origin with the help of the teacher. They also practice how to find a point on the coordinate system. The first number is always the x-axis coordinate and the second number is the y-axis coordinate.

The pupils draw geometric shapes in a coordinate system using coordinate points. The teacher says the coordinate points out loud and the pupils find the points in the coordinate system. After finding the points they connect the dots to a shape according to the instructions given by the teacher.

Treasure map

What do you need: Worksheet 1 (Attachment 19.1), pencils

The pupils draw their own treasure map on a coordinate system and colour it. After that they draw approximately 10 objects (treasures) / points to the coordinate map.

The pupils then start working in pairs. They take turns finding a treasure / a point in the other pupil's treasure map. The other pupil first asks where a certain treasure / point is on their map. Then the other pupil finds the coordinates of the treasure / point and practices saying the coordinates out loud.

Pupil 1: *What are the coordinates of the treasure chest / point A?*

Pupil 2: *The coordinates of the treasure chest / point A are (1,3).*

Pupil 2: *What are the coordinates of the diamond / point B?*

Pupil 1: *The coordinates of the diamond / point B are (-4, 0).*

Battleship

What do you need: Worksheet 2 (Attachment 19.2) / grid paper, pencils

The pupils play battleship in pairs. They can draw their own battleship grid or they can use a ready-made base. The pupils should have two grids so they can also document the points they have already chosen from the opponent's grid.

The goal of the game is to try to guess the location of the opponent's ship and sink the ships. The pupils hide their ships on a paper grid that contains both vertical and horizontal space coordinates. They start by drawing their own ships on their grid.

Ships:

- carrier (five holes)
- battleship (four holes)
- cruiser (three holes)
- submarine (three holes)
- destroyer (two holes)

The pupils then take turns calling out the coordinates on the opponent's grid in an attempt to find a part of the opponent's ship. They mark out their hits e.g. with a cross. After the pupil has found their opponent's whole ship, the ship sinks. The first player to sink all the opponent's ships is the winner.

*Find the cities

What do you need: Worksheet 3 (Attachment 19.3), a globe or a map of the world

The pupils fill in the worksheet with the help of either a globe or a map of the world.

20. ME AS A SCIENTIST

*Mathematics – Connection between fractions and decimals and percentages

Content outcomes

You can:

- understand the connection between percentage and fractions/decimals
- convert fractions and decimals into percentages and vice versa.

Language outcomes

You can:

- read an equation using accurate mathematical language.

Key words

percentages, fractions, decimals, tenths, hundredths

Key phrases

- $5\%=0,05=5/100 \rightarrow$ 5 percent **equals** zero and five hundredths **equals** five hundredths
- $75\%=0,75=75/100=3/4 \rightarrow$ 75 percent **equals** zero and seventy-five hundredths **equals** seventy-five hundredths **equals** three quarters

Teaching materials

*Scaffolding

Input scaffolding

- Video on fractions
<https://bit.ly/5-6EEH0020>
- Video on fractions, decimals and percentages
<https://bit.ly/5-6EEH0021>
- Number cards



Output scaffolding

- Worksheets 1 and 2

*LOTS & HOTS

- evaluating
- choosing
- explaining
- comparing
- identifying
- discussing
- understanding

*Attachments

- Attachment 20.1: Number cards
- Attachment 20.2: Worksheet 1: Estimation task
- Attachment 20.3: Worksheet 2: Percentage practice

*Activities

Fractions and decimal numbers

What do you need: Number cards (Attachment 20.1), different fractions

The pupils revise the concepts of fraction (mixed number, numerator and denominator) and decimal number (whole number, decimal point and decimal part). Key words are put on display.

The pupils use number cards for this exercise. The teacher says a fraction out loud. The pupils create the right decimal number by using their number cards.

From fractions to percentages

What do you need: a basketball, a goal (or pea bags and a basket or paper planes and a hoop), Worksheet 1 (Attachment 20.2)

The pupils form groups of 3–4 and each group is given a basketball. The task is to score as many points as possible out of ten tries. First the pupils write an estimation of how many points they expect to score out of ten tries. Later the pupils write down their final score in percentages and in fractions.

Percentages

What do you need: Worksheet 2 (Attachment 20.3)

The pupils price their different school supplies or products (e.g. books, rulers, pencils, rubbers, plants, posters) and fill them into a table (Worksheet 2). The teacher tells the pupils different discounts for the products and the pupils calculate the new price for each supply.

21. ME AS AN ARTIST

Different styles and genres of music

Content outcomes

You can:

- categorise different styles of music
- identify different eras of art music
- identify the main genres of popular music.

Language outcomes

You can:

- explain what kind of music _____ is
- talk about your own taste in music
- express your opinion and argue it idiomatically
- take part actively in classroom discussions and group work
- **analyse texts others have written on a similar topic looking for phraseology you might be able to use*
- *create a well-organised presentation on your chosen topic*
- *build an argument using a writing frame*
- *disagree and negotiate politely and effectively with others.*

Key words

styles of music, era, kids' music, music from different cultures, art (classical) music, popular music, folk music
art music: medieval, renaissance, baroque, classical, early romantic, late romantic, modernist, post-modernist
popular music: pop, rock, electronic, reggae, rap/hip-hop, jazz, indie

Fill-in exercise:

_____ is played on electric guitar, bass and drums.

You can hear saxophone and trumpet in _____.

The most popular music genre is _____.

In _____ the lyrics are spoken.

_____ was born in Jamaica.

Speaking frame:

I like	pop	because	it makes me want to dance.
I don't like	rock		I play the same instruments myself.
I listen to	electronic		I can relate to the lyrics.
	reggae		it is too calm.
	rap		it is too loud.
	hip-hop		there is no singing.
	jazz		it makes me feel happy.
	indie	it makes me feel calm.	
		it makes me feel better.	
		it makes me feel angry.	

Teaching materials

Scaffolding

Input scaffolding

- Classics for kids
<https://bit.ly/5-6EEH0022>



Output scaffolding

- Worksheets 1 and 2
- Speaking/writing frame 1

LOTS & HOTS

- evaluating
- deciding
- categorising
- examining
- discussing
- naming
- describing
- writing
- telling

Attachments

- Attachment 21.1: Worksheet 1: Music challenge
- Attachment 21.2: Speaking/writing frame 1
- Attachment 21.3: Worksheet 2: Fill in the blanks

Activities

Music challenge

What do you need: Worksheet 1 (Attachment 21.1), Speaking/writing frame 1 (Attachment 21.2)

The teacher gives the pupils a homework assignment where the pupils will concentrate on listening to different genres of popular music. The pupils will get to know the genres first at school and then they will listen to music from that genre at home.

Every week the pupils will listen to a song from the one category of music that has been introduced at school. At home they will listen to one song in that category. The pupils choose an artist by themselves.

They will listen to the song and write their thoughts on it on Worksheet 1. They use different adjectives when describing the music they listen to. They will also write why they like the music or why they don't like it and how the music makes them feel.

In the beginning of each lesson the pupils will discuss last week's homework assignment and their thoughts on the genre of music. They will learn to express their opinion and take part in the discussion actively.

At the end of the period the pupils will return their work to the teacher.

Extra homework

What do you need: Worksheet 2 (Attachment 21.3)

*Presentation on a composer of your choice

What do you need: computers

The pupils will work in pairs. They will choose a period of art music and one composer from that music era. They will prepare a presentation on their chosen composer.

22. ME AS AN ARTIST

History of art – Different periods and their characteristics

Content outcomes

You can:

- name the main periods of Western art history
- compare Western art to art made in different cultures
- identify the most important pieces of Western art.

Language outcomes

You can:

- speak and write about differences between art made in different cultures and periods
- describe a piece of art with a variety of adjectives and adverbs
- explore websites in your 2nd or 3rd language
- take part actively in classroom discussions and group work
- *analyse texts others have written on a similar topic looking for phraseology you might be able to use
- create a well-organised presentation on your chosen topic
- build an argument using a writing frame
- disagree and negotiate politely and effectively with others.

Key words

ancient, classical, medieval, renaissance, romanticism, modern, contemporary

Key phrases

- This painting is called The Mona Lisa and it was created by Leonardo da Vinci.
The Scream is a painting by Edvard Munch.
Vincent van Gogh's most famous painting is called The Starry Night.

Teaching materials

Scaffolding

Input scaffolding

- Easy Western art history timeline
<https://bit.ly/5-6EEH0023>



- 30 famous paintings from western art history
<https://bit.ly/5-6EEH0024>



- Art curator: 52 artworks your kids should know
<https://bit.ly/5-6EEH0025>



- 20 famous artworks flashcards

Output scaffolding

- Timeline
- Worksheet 1

LOTS & HOTS

- evaluating
- understanding
- remembering
- analysing
- explaining
- discussing
- listing
- telling
- writing

Attachments

- Attachment 22.1: Worksheet 1: A checklist
- Attachment 22.2: 20 famous artworks flashcards

Activities

Finding the main periods of Western art

What do you need: Worksheet 1 (Attachment 22.1), computers

The pupils make a timeline of different periods of Western art. The pupils work in groups of 2–3 and each group selects a certain period of Western art for themselves. They make a short presentation of each period and make a timeline of all the different periods on the classroom/corridor wall.

*Demonstrating a painting or a piece of art

What do you need: Worksheet 1 (Attachment 22.1), links to artworks, computers

The teacher introduces the pupils to famous artworks of Western art history. The teacher can choose the artworks they want the pupils to work on.

The pupils then choose a famous painting and search information about it in pairs or in groups of three. They describe it using various different adjectives and adverbs and make a poster of it.

A short presentation is made in front of the class. The teacher introduces the pupils to a checklist for a well-organised presentation.

Identifying the most important pieces of Western art

What do you need: 20 famous artworks flashcards (Attachment 22.2), pictures of 20 famous artworks

The teacher shows pictures of 20 famous artworks. The pupils can work in pairs. First they connect the artist and name of the artwork. After that the pupils play a memory game of famous artworks. The pupil who collects the most artworks is the winner.

Checklist for good pedagogical practices



	Grade 5	Grade 6
The learning environment is safe and friendly.	<input type="checkbox"/>	<input type="checkbox"/>
The learning environment is rich and supports learning.	<input type="checkbox"/>	<input type="checkbox"/>
I foster learner autonomy		
• 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"/>
I give learners opportunities for cooperative learning.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my lessons in order to ensure learners speak, write and read more than I do.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my teaching with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
The intended learning outcomes for language are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
The oral and/or written language input is extensive.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The academic language is visible to learners.	<input type="checkbox"/>	<input type="checkbox"/>
Intended learning outcomes for content are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The content is academically challenging.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on learning with my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on my teaching.	<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 spring

23. THIS IS ME

Sustainable development

Content outcomes

You can:

- name and describe the three factors of sustainable development
- define what a natural ecosystem is
- name some of the UN's sustainable development goals
- understand how an individual can have an impact on a sustainable future
- justify why buying a product is
 - ecological
 - not ecological.

Language outcomes

You can:

- use conditional sentences when describing the factors of sustainable development
- justify why buying a product is ecological/not ecological
- teach how/persuade to use less energy/resources
- take part actively in classroom discussion and group work
- [*create an info board of a sustainable way of living](#)
- [read a long English text and summarise/paraphrase its main points.](#)

Key words

social progress, economic development, climate and environment, climate system atmosphere, greenhouse effect, CO₂ emissions, reuse, recycle, reduce, resources of energy, natural resources, system, sustainable future, equal opportunities, dedication, safety, food, medicine, co-operate, UN, sustainable development goal

Speaking frames:

If you	- don't	throw food away waste water recycle use energy efficiently use public transportations avoid plastic bags	you will have	a positive impact on a negative impact on	a sustainable future. climate change. global warming. the environment.
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In my opinion I think	eating meat using public transportation throwing food away recycling	is	cool crazy stupid irresponsibile ok	because	...
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Key phrases

- Buying local food is ecological because....
- Shopping in flea markets is ecological because....
- Shopping online from abroad is not ecological because....

23. This is me – Sustainable development

Teaching materials

Scaffolding

Input scaffolding

- Sustainable development goals
<https://bit.ly/5-6EEH0026>



- What is sustainable development?
<https://bit.ly/5-6EEH0027>



- Sustainable development goals (UN)
<https://bit.ly/5-6EEH0028>



- Text on sustainable development

Output scaffolding

- Speaking frames 1 and 2
- Worksheet 1

LOTS & HOTS

- creating
- planning
- choosing
- explaining
- showing
- discussing
- writing

Attachments

- Attachment 23.1: Sustainable development goals
- Attachment 23.2: Speaking frame 1
- Attachment 23.3: Speaking frame 2
- *Attachment 23.4: Text 1
- Attachment 23.5: Worksheet 1: Word Bank

Activities

Discussion

What do you need: Link to the videos, Sustainable development goals (Attachment 23.1), Speaking frame 1 (Attachment 23.2)

The pupils watch two short videos, one on sustainable development and the other on the United Nations' 17 sustainable development goals. With the help of the teacher and Speaking frame 1, the pupils discuss the videos and the thoughts they have about these goals. The goals are also put on display.

Info posters on sustainability

What do you need: Sustainable development goals (Attachment 23.1), materials for creating the posters, computers

The pupils design and make informative posters about the 17 sustainable development goals in pairs. The posters are put on display.

*Paraphrasing a text on sustainable development

What do you need: Worksheet 1 (Attachment 23.5), Text 1 (Attachment 23.4)

Pupils read Text 1 on sustainable development in English and, working either individually or in pairs, create a word bank on Worksheet 1 and summarise the main points of the text. The resulting texts can be read out loud to either the whole group or to a smaller group of pupils.

24. ME AS A SCIENTIST

Climate change

Content outcomes

You can:

- explain the terms
 - climate
 - climate change
- explain what the consequences of climate change are
- understand how you can help to slow down climate change
- describe the content of the Paris Agreement.

Language outcomes

You can:

- use the conditional when describing the effects of our actions on climate change
- explain the terms
 - climate
 - climate change
- explain the consequences of climate change
- **write a short text about climate change*
- *build an argument using a speaking/writing frame.*

Key words

temperature, greenhouse gases, ozone layer, fossil fuels, effects, melting glaciers, extreme weather, natural disasters, rising sea levels, rising sea temperature, Paris Agreement,

weather types, climates, atmosphere, global warming, CO2 emissions, carbon dioxide, carbon cycle, coal, oil, natural gas, drought, environment, endangered animals, extinct species

Speaking frame:

	I	keep on	using fossil fuels	the sea level/temperature		
If	you	continue	using public transport	the temperature	will	rise.
	people	don't stop	recycling	the ozone layer		thicken.
	we		flying regularly eating meat	glaciers		melt.

Teaching materials

Scaffolding

Input scaffolding

- Climate change animation for primary school
<https://bit.ly/5-6EHH0029>
- Greta Thunberg's speech
<https://bit.ly/5-6EEH0030>



Output scaffolding

- Questions about the video
- Speaking frame 1

LOTS & HOTS

- discussing
- inventing
- creating
- explaining
- solving
- writing

Attachments

- Attachment 24.1: Questions about the video
- Attachment 24.2: Speaking frame 1

Activities

Discussion on climate change

What do you need: Link to the video on climate change, Questions about the video (Attachment 24.1)

Watch the animated video on climate change and discuss climate change. Questions about the video can be found in attachment 24.1.

What can I do to slow down climate change?

The pupils work in pairs or small groups and think about what they can do to slow down climate change.

The pairs/groups present their ideas to the whole group.

*Political discussion on climate change

What do you need: Link to the video, Speaking frame 1 (Attachment 24.2).

Watch the video with Greta Thunberg's speech where she addresses world leaders. Discuss first what has to be done to slow down climate change. What can an individual do and what has to be done on a political level? Use Speaking frame 1.

*Essay

Write a text about climate change and what children can do about slowing down climate change. What should the adults do?

25. ME AS A SCIENTIST

Democracy in Ancient Greece

Content outcomes

You can:

- talk about how Ancient Greek people lived
- *compare Ancient Greece with modern day Finland's
 - political parties
 - elections
 - men / women
 - police
- explain how the Athenian system shaped modern politics
- explain the strengths of democracy.

Language outcomes

You can:

- explain political terms using examples
- use the passive voice and timelines in explaining the historical context
- ask and answer questions about Ancient Greece and democracy
- *use passive voice and years in explaining the historical context
- write a short text where you compare and contrast Ancient Greece with modern day Finland.

Key words

the Greek empire, Olympic games, Greek gods, Zeus, Athens, democracy, theatre, Hippocrates, soldier, *Ancient Greece, political system, democracy, party, vote, make decisions, elections, citizens, men/women/adults/children

Teaching materials

Scaffolding

Input scaffolding

- Democracy - Educational videos for kids
<https://bit.ly/5-6EEH0031>



- Lesson plan from National Geographic
<https://bit.ly/5-6EEH0032>



- Class council
<https://bit.ly/5-6EEH0033>



- Introduction videos for a debate
<https://bit.ly/5-6EEH0034>



- <https://bit.ly/5-6EEH0035>



Output scaffolding

- Speaking/writing frames 1 and 2

LOTS & HOTS

- discussing
- explaining
- justifying
- writing
- comparing
- analysing

Attachments

- Attachment 25.1: Speaking/writing frame 1
- Attachment 25.2: Speaking/writing frame 2

Activities

A democratic meeting

What do you need: links to videos

The pupils first get to know democracy in Ancient Greece by reading about it, watching a video about it and discussing it. They will also get to know modern-day Finland's democratic system and its history. The pupils compare Ancient Greece's democratic system with modern-day Finland's system.

After studying the history of democracy, the teacher will introduce the idea of a class council to the pupils. The pupils will go through the rules of attending a class council and the roles that are needed in it.

In the beginning of each session the pupils form a circle in the classroom. First, the teacher can act as a chairman. When the pupils have gotten used to democratic meetings, they can also act as chairman.

The students can suggest a topic on which they will discuss and vote on in advance. The pupils practice discussing and making joint decisions. They will also practice listening to each other and justifying their opinions.

After discussing the meeting's topic under the supervision of the chairman, the pupils will vote on the matter. After voting they will also settle on how to bring their decisions to life.

*Essay on democracy

What do you need: Speaking/writing frame 1 (Attachment 25.1), Speaking/writing frame 2 (Attachment 25.2)

The pupils write a short text with the help of the writing frames where they compare and contrast Ancient Greece with modern-day Finland.

*A debate

The pupils watch the videos on debates. They form two teams of 3–4 pupils and decide the topic of the debate that has to do with democracy.

26. ME AS A SCIENTIST

Ancient Roman society

Content outcomes

You can:

- describe how the Romans lived in Ancient Rome
 - clothing
 - food
 - housing
 - work (including slavery)
- explain some features of Roman society
 - culture
 - government
 - leisure
- list things that made Roman civilisation powerful/successful
- **explain how Ancient Rome is still influencing today's Europe*
- *compare Roman and Modern/western societies.*

Language outcomes

You can:

- use the passive voice and a timeline to explain key features of Roman society
- ask and answer questions about Ancient Rome
- **use the passive voice and years in explaining the similarities and differences in Roman and modern society*
- *examine and compare Latin and other languages.*

Key words

republic, elected officials, senators, (Caesar's) invasion, infrastructure (aqueducts), conquer, gladiators, the Roman Empire, civilisation, taxes, (geographical) location, roads, road network, street pavement, forms of transport, hypocaust, the River Tiber, mountain ranges, government, law, senate, legacy / impact, architecture, structures, concrete, Latin

Teaching materials

Scaffolding

Input scaffolding

- Key words on display
- Video about the Roman Empire
<https://bit.ly/5-6EEH0036>
- Infograph about what the modern world has adapted from ancient Rome
<https://bit.ly/5-6EEH0037>
- A video about growing up Roman (24 min.)
<https://bit.ly/5-6EEH0038>



Output scaffolding

- Speaking frame 1

LOTS & HOTS

- describing
- choosing
- comparing
- writing
- imagining

Attachments

- Attachment 26.1: Key words on display
- Attachment 26.2: Text 1
- Attachment 26.3: Speaking frame 1

Activities

Identifying a certain feature of Ancient Roman society - Information search

What do you need: Computers or iPads, Key words on display (Attachment 26.1)

Working in pairs, the pupils choose a certain feature of Ancient Roman society from the list below and present it to others.

Key words are put on display: republic, elected officials, senators, (Caesar's) invasion, infrastructure (aqueducts), conquer, gladiators, the Roman Empire, civilisation, taxes, (geographical) location, roads, road network, street pavement, forms of transport, hypocaust, the River Tiber, mountain ranges, government, law, senate, legacy/impact, architecture, structures, concrete, Latin

To be a child in Ancient Rome

What do you need: A link to the video about growing up Roman and/or Text 1 (Attachment 26.2)

The pupils either watch a video or read Text 1 about what it was like to be a child in Ancient Rome. After watching or reading, they work in pairs or groups of three and either discuss or write about in which ways it was different to be a child in Ancient Rome compared to modern society.

*Representing the Roman civilisation

What do you need: link to the video, Speaking frame 1 (Attachment 26.3)

The pupils first watch a short video about the Roman Empire and what Ancient Roman society consisted of. After this they find similarities and differences between Roman and modern societies and discuss them, using Speaking frame 1.

27. ME AS A SCIENTIST

Mathematics – Volume

Content outcomes

You can:

- convert between different volumes in the metric system
- measure using the right unit of measure
- *calculate the volume of rectangular prisms.

Language outcomes

You can:

- explain which unit of measure you use in different situations
- read an equation using the correct mathematical terminology.

Key words

millilitre, centilitre, decilitre, litre

Key phrases

- Ten decilitres equals one litre.
When I fill up a glass I use decilitres.
If I'm sick I need to take cough syrup measured in millilitres.
- One hundred and fifty centilitres equals fifteen decilitres.

Teaching materials

Scaffolding

Input scaffolding

- Video on volume and capacity
<https://bit.ly/5-6EEH0039>



Output scaffolding

- Worksheet 1

LOTS & HOTS

- evaluating
- naming
- listing
- comparing
- explaining
- understanding

Attachments

- Attachment 27.1: Worksheet 1

Activities

Finding the volume of different shapes

What do you need: different sized objects, a measuring jug, gather different sized objects (e.g. a bucket, a plastic cup, a bottle, etc).

First estimate which object has the smallest capacity / the largest capacity. Next measure if you were right. Compare the objects: “The plastic cup holds less than the bowl. The bottle holds more than the spoon.”

Next, measure the volume of some of the objects. “The bucket holds 10 litres. The plastic cup holds 250 millilitres.”

*Calculating the volume of a chosen rectangular prism

What do you need: a rectangular prism (a box or a milk carton, for example), ruler or a tape measure, Worksheet 1 (Attachment 27.1)

Revise the rules of measuring a surface area (length * width). Then compare measuring the area of e.g. one A4 paper and a full stack of A4 papers. The difference is the height which is needed when measuring volume.

1 litre = volume of $10\text{ cm} \times 10\text{ cm} \times 10\text{ cm}$

TEU =twenty-foot equivalent unit

1 TEU container (the most common container in freight ships) has a volume of 32 cubic metres. Using this information, the pupils will do the exercises in Worksheet 1.

28. ME AS A SCIENTIST

Mathematics - Perimeter

Content outcomes

You can:

- understand what perimeter is
- calculate the perimeter of a shape.

Language outcomes

You can:

- explain the concept of perimeter
- explain how you work out the perimeter
- use examples in your explanations.

Key words

perimeter, shape, distance, length

Key phrases

- What is perimeter?
Perimeter is the distance around the edge of a shape.
- The perimeter of this square is calculated by adding together all the lengths of the sides.
 $\rightarrow 3\text{cm} + 4\text{cm} + 3\text{cm} + 4\text{cm} = 14\text{cm}$
- Farmer Green wants to put a fence up for his ferret enclosure. What is the length of chicken wire he needs to go around the whole perimeter of the enclosure?

Teaching materials

Scaffolding

Input scaffolding

- Different objects in the classroom

Output scaffolding

- Worksheets 1 and 2

LOTS & HOTS

- creating
- evaluating
- analysing
- applying
- understanding

Attachments

- Attachment 28.1: Worksheet 1
- Attachment 28.2: Worksheet 2

Activities

Calculating the perimeter of shapes

What do you need: different objects in the classroom, ruler, paper, pencil

The pupils calculate the perimeter of different objects shaped like a polygon. The teacher chooses 5–10 objects from the classroom for the pupils to work on. The pupils can in addition choose a few objects themselves. The teacher demonstrates calculating before the pupils start their work. The pupils also practice writing the expression and explaining the concept of the perimeter out loud.

Creating mathematical problems

What do you need: paper, pencil, ruler

The pupils draw and write their own mathematical problems about calculating the perimeter of a shape. They give their assignments for others to solve.

E.g.

Farmer Green wants to put up a fence for his ferret enclosure. What is the length of chicken wire he needs to go around the whole perimeter of the enclosure?

- + Drawing of a picture of Farmer Green's ferret enclosure with measurements

Perimeter problems

What do you need: Worksheets 1 and 2 (Attachments 28.1 and 28.2)

The pupils exercise perimeter-calculations with the help of the worksheet.

The pupils will then try to solve area-perimeter problems (there may be many solutions). They will then present their answers and try to explain how they solved them.

29. ME AS AN ARTIST

Designing and documenting ideas

Content outcomes

You can:

- plan your own
 - learning process
 - outcomes
- create your own design
- document different phases of your
 - learning
 - working process
- reflect on/analyse your learning process
- name the tools/materials you need.

Language outcomes

You can:

- identify and name the tools/materials you need
- use ordinal numbers when describing your learning or working process
- reflect on your own learning needs
- plan for when and how to use newly acquired words and phrases
- **write a description of you working/learning process*
- *use the correct verb tense when describing your working process*
- *develop a work schedule that includes clear targets and measuring progress in meeting those*
- *ask more proficient speakers of the language to correct your language errors and to thank them when they do.*

Key words

plan, portfolio, materials, tools, design, blueprints, draft

Speaking frame:

Firstly					
Secondly					
Thirdly		did	a draft		
Fourthly	I	will	blueprints	of	my design.
	we	made	the material	for	the product.
First		chose	tools		
Next					
Then					
Finally					

Teaching materials

Scaffolding

Input scaffolding

- Pictures of company logos
- Pictures of different products
- A list of companies

Output scaffolding

- Speaking/writing frame 1

LOTS & HOTS

- creating
- planning
- telling
- designing
- writing
- examining

Attachments

- Attachment 29.1: A list of companies
- Attachment 29.2: Speaking/writing frame 1

Activities

Creating an imaginary company

What do you need: A list of companies (Attachment 29.1), different creating materials, Speaking/writing frame 1 (Attachment 29.2)

The pupils get to know examples of different companies and their logos with the teacher (e.g. from the list of companies). The pupils work in small groups of 3-4 pupils. Their assignment is to create their own company and think about a product they could potentially sell. They will also design a logo for their company.

**The pupils then write a plan for their company. They write down their working process with the help of the speaking / writing frame.*

Firstly, we did...

Secondly, we chose...

Thirdly, we made...

The companies are presented to the class.

Creating a product

What do you need: Computers or iPads, different creating materials

The pupils will get to know different products and how they are designed. They will then plan their own product they will try to sell. They will prepare a prototype or draw a plan about their product so they can present it later.

The pupils can also design an advertisement about their product.

A fair

After the two previous activities, the pupils will organise a fair where they will present their company and product to the teacher(s) and other pupils.

Checklist for good pedagogical practices



	Grade 5	Grade 6
The learning environment is safe and friendly.	<input type="checkbox"/>	<input type="checkbox"/>
The learning environment is rich and supports learning.	<input type="checkbox"/>	<input type="checkbox"/>
I foster learner autonomy		
• 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"/>
I give learners opportunities for cooperative learning.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my lessons in order to ensure learners speak, write and read more than I do.	<input type="checkbox"/>	<input type="checkbox"/>
I plan my teaching with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
The intended learning outcomes for language are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
The oral and/or written language input is extensive.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The academic language is visible to learners.	<input type="checkbox"/>	<input type="checkbox"/>
Intended learning outcomes for content are explicit and visible to my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	<input type="checkbox"/>	<input type="checkbox"/>
The content is academically challenging.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on learning with my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on my teaching.	<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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