



**Leana  
Visser**

# CLIL

- Making English matter! -  
Content & Language  
Integrated Learning

*“Education is not  
the filling of a pail,  
but the lighting of a fire!”*

*- W. B. Yeats*

① Safe & enriching learning environment

② Multiple focus

③ Authenticity

④ Scaffolding

⑤ Active learning

⑥ cooperation

# Insects, bugs and creepy crawlies...



AUTHENTICITY:  
Topic  
P7

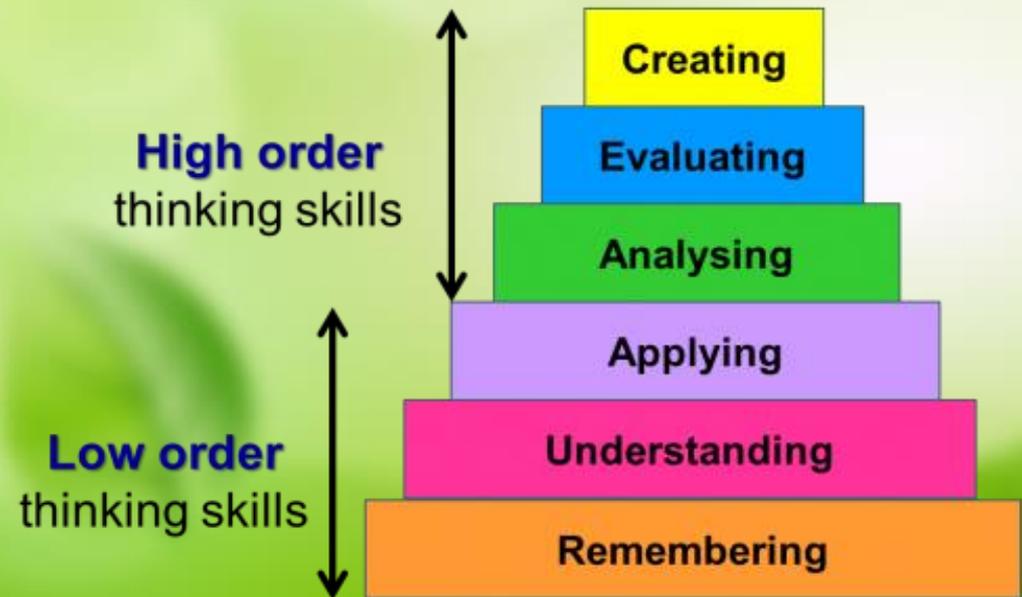
# ① Safe & enriching learning environment

- *Classroom Routine & Management*  
Builds student confidence and contributes to classroom discipline.

- *Content*  
Bloom's Taxonomy

- *Lesson Structure*

Students can familiarize themselves with the structure and procedure of the lesson, which will allow them to focus on the content.



# Classroom Rules

SAFE &  
ENRICHING  
LEARNING  
ENVIRONMENT:  
Routine

P4



# Lesson Structure

## 1. INTRODUCTION

- Procedure
- Classroom Rules & Gestures

## 2. CONTENT

- Vocabulary
- Lower Order Thinking Skills
- Learner Centered Approach

## 3. CONTROLLED PRACTICE

- Guided Exploration
- Interactive Activities
- Progression to Higher Order Thinking Skills

## 4. SELF STUDY AND SELF REFLECTION

- Opportunity to reflect individually on newly acquired knowledge at their own pace.

## 5. FEEDBACK & RECAP

# Multiple focus

2

Content ↔ Language learning ↔ Student ability

Mutually supporting and interdependent.

- Integrated language learning

Incorporate:     Reading skills  
                         Writing skills  
                         Listening skills  
                         Speaking skills.

- Cross Curricular Extension

Art, Science, Math etc.

3

# Authenticity

- Resources
- Topic / Theme  
Things we need to take into consideration when choosing a topic...
- Practical & Useful  
Correct language vs useful language  
E.g. “Antennae” vs “Feelers”
- Guided Exploration  
Make the language matter! Create a need and opportunity for students to communicate. Make it useful and relative to students’ lives.

4

# Scaffolding

- *Have high expectations!*  
High achievement always takes place in the framework of high expectation!" – Charles Kettering
- *Building Schemata*  
Use prior knowledge to make predictions, draw inferences, visualize, etc.
- *Repackaging information in user-friendly ways*  
Total Physical Response Theory (TPR)  
E.g. "Feelers"
- *Multiple Intelligences*  
Visual-Spatial; Kinesthetic-Bodily; Musical-Rhythmic; Verbal-Linguistic; Logical-Mathematical; Interpersonal; Intrapersonal; Naturalistic.

5

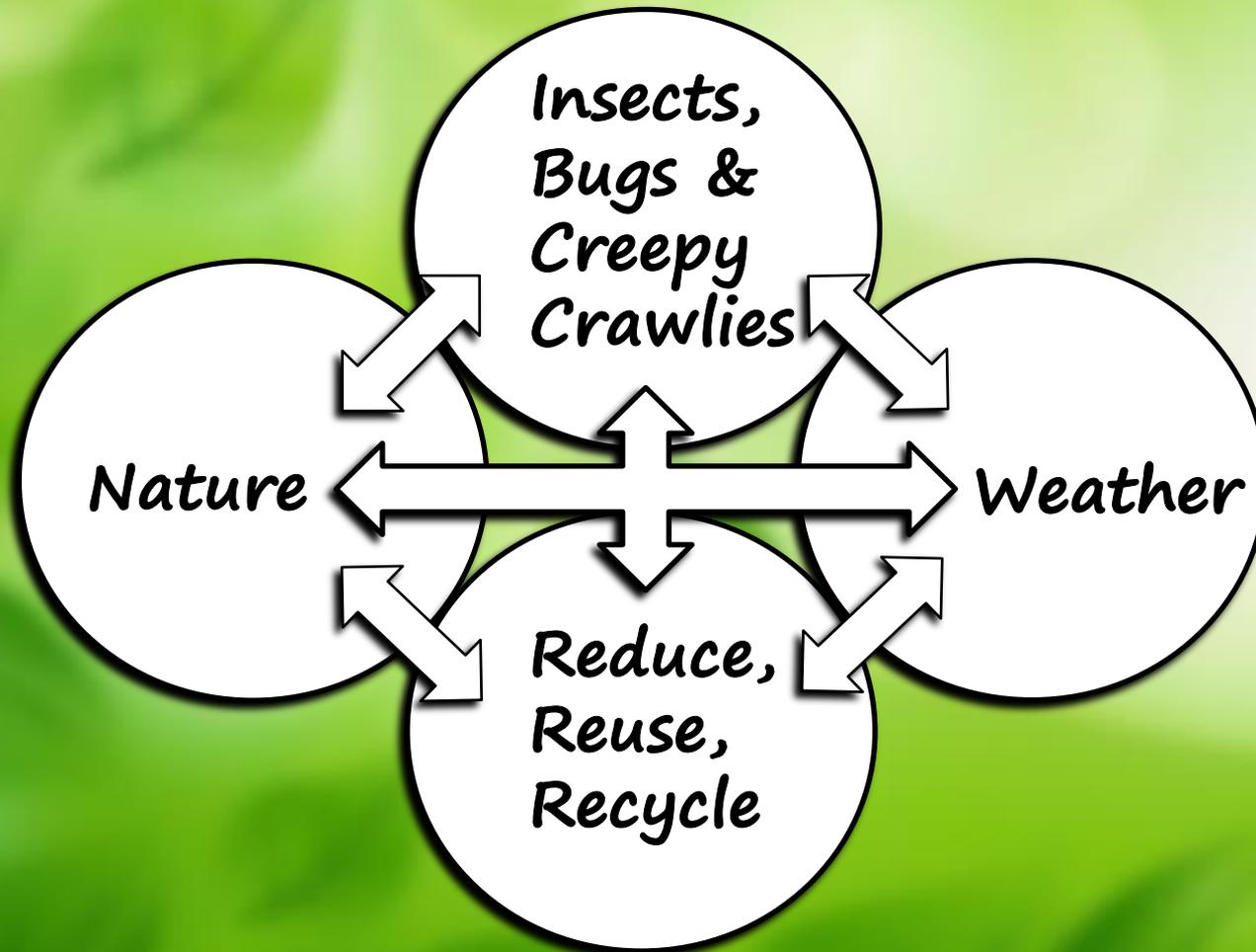
# Active learning

- *Learner Centered Approach*  
*Lecturers vs Facilitators*
- *Opportunity for Communication*  
*Negotiate the meaning of language with students.*
- *Vary activities*  
*Integrate language learning skills*  
*Cater for multiple intelligences*  
*Progress from LOTS & HOTS*
- *Embrace student individuality*  
*Create equal opportunities for all.*  
*Give students enough time to process information at their own pace.*

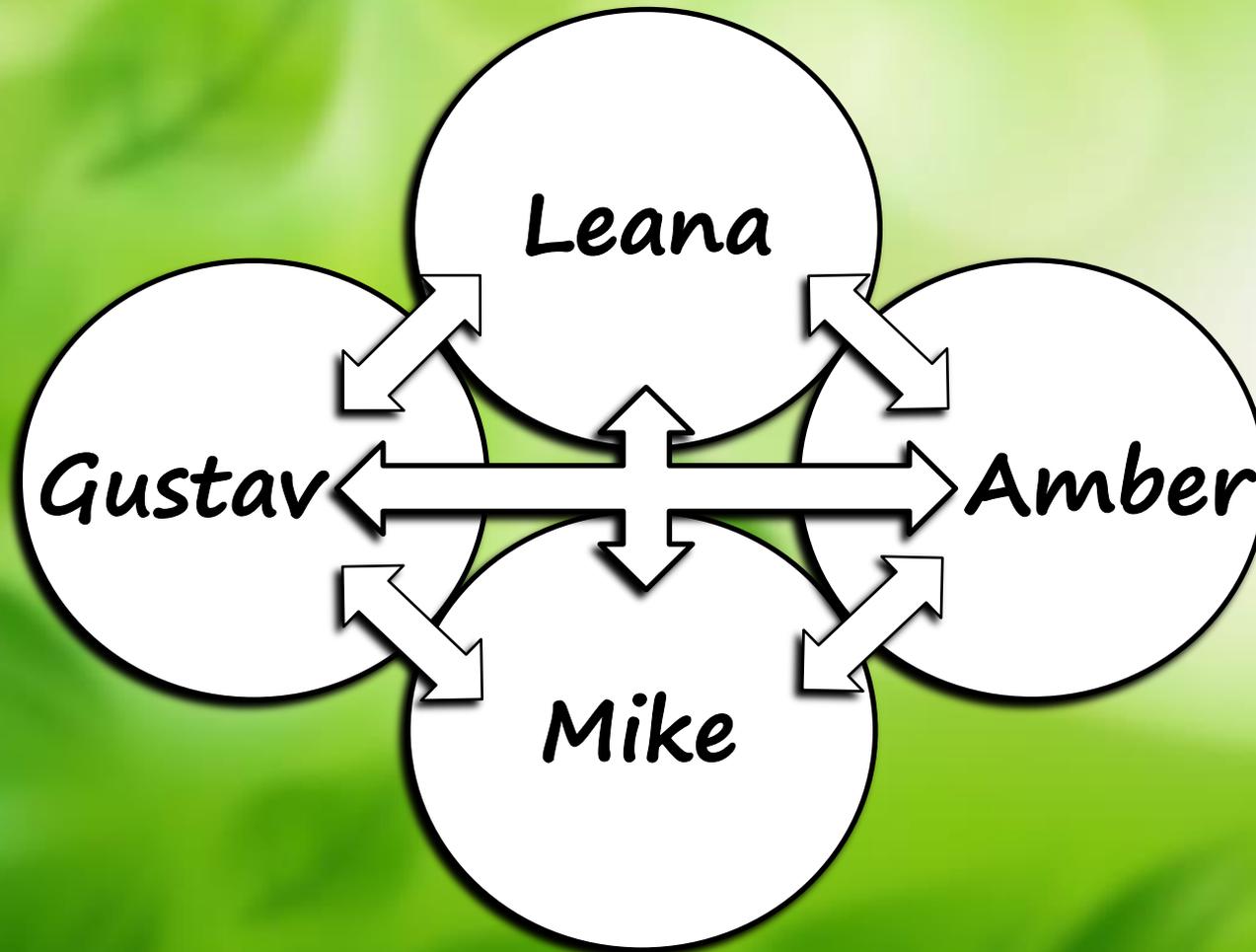
6

# cooperation

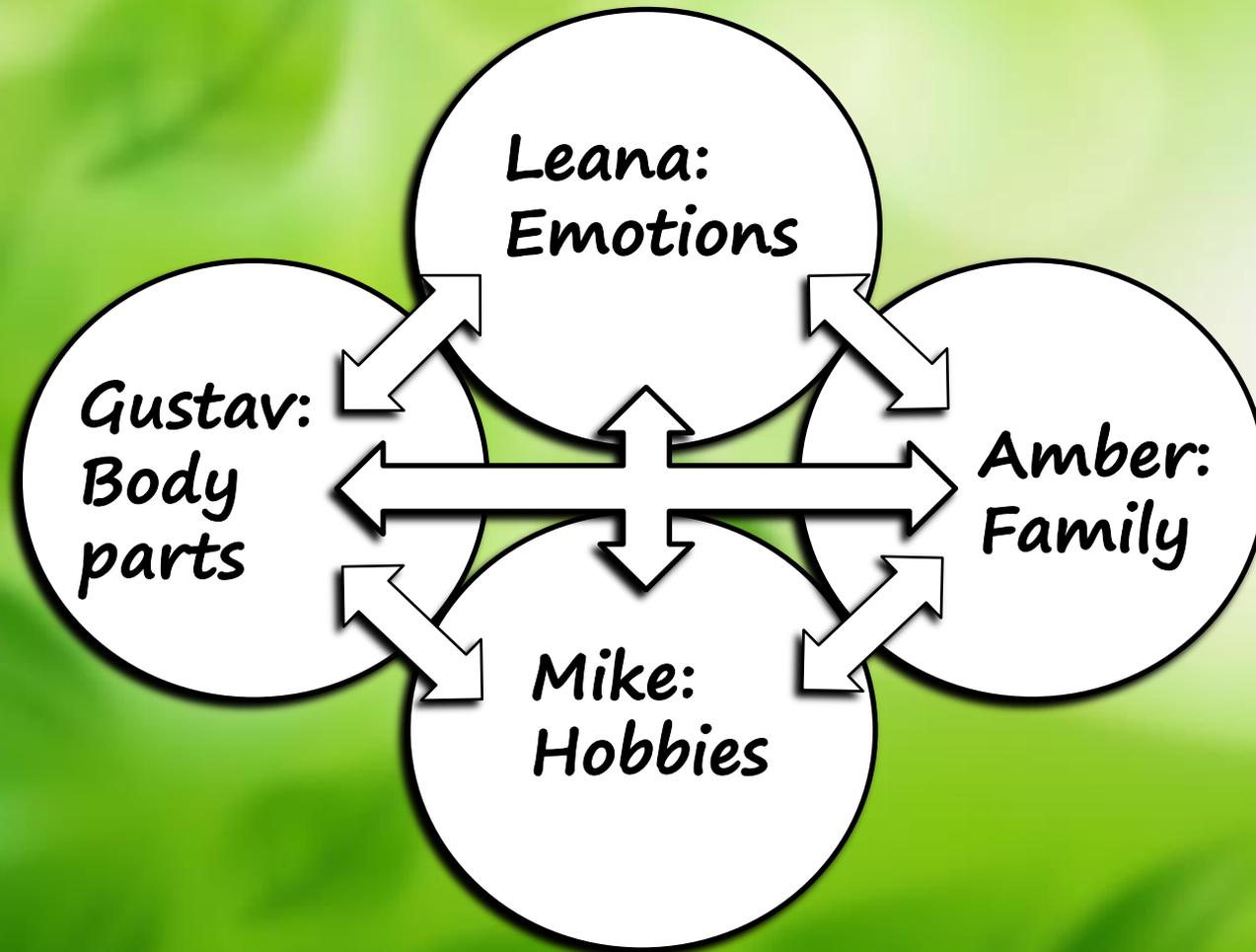
- *Linking themes to create a whole*



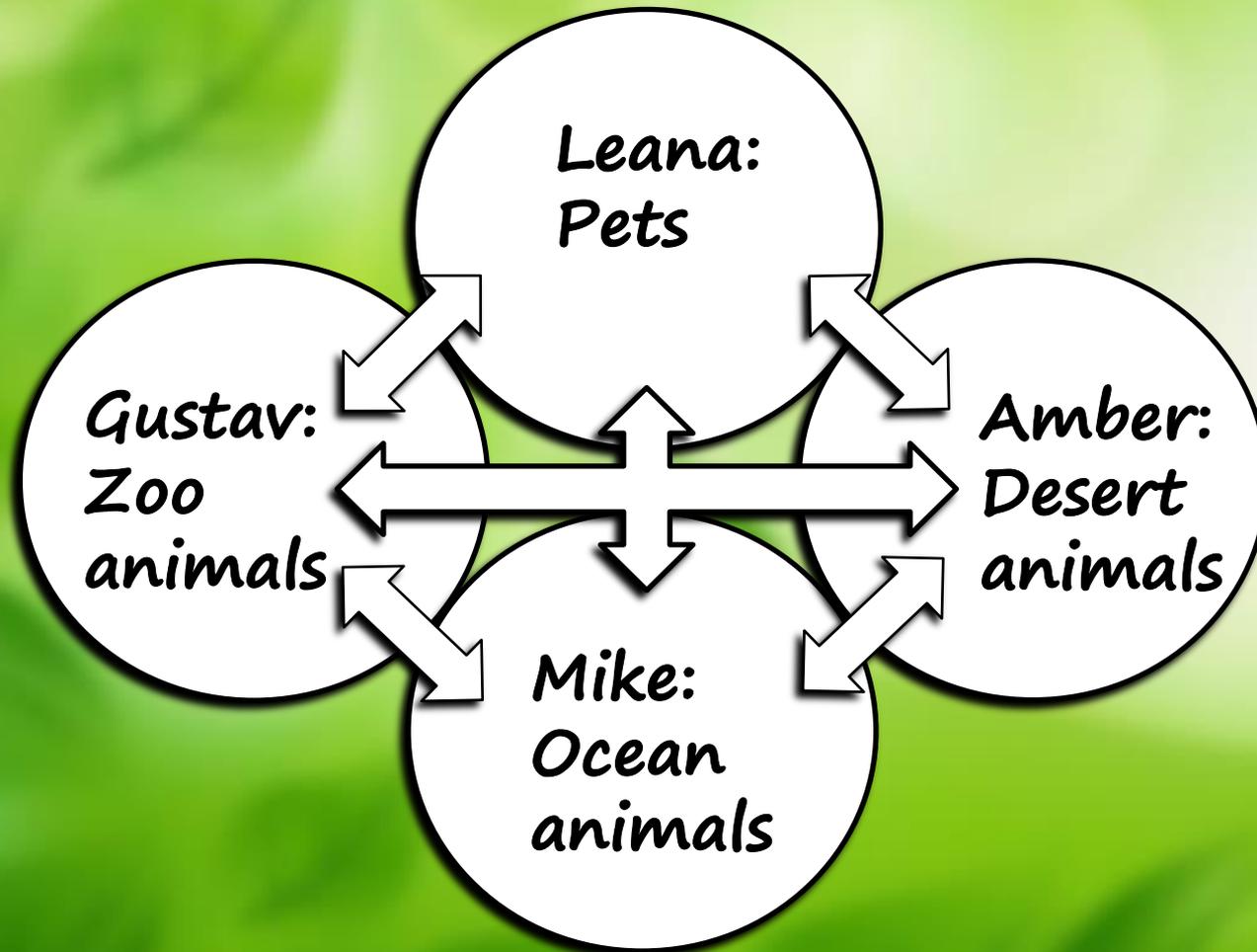
- *Coordination between teachers*



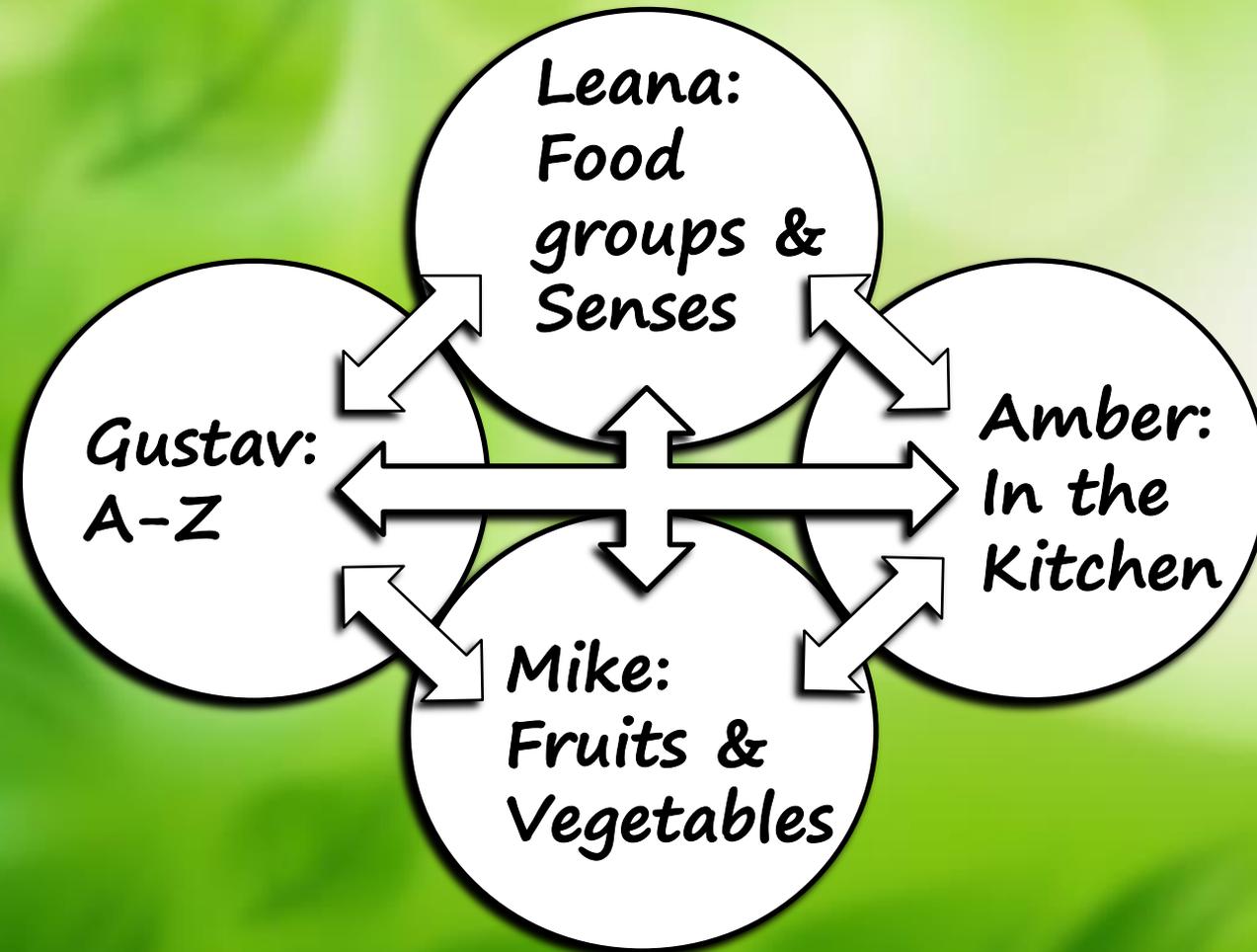
# Theme 1: All about me

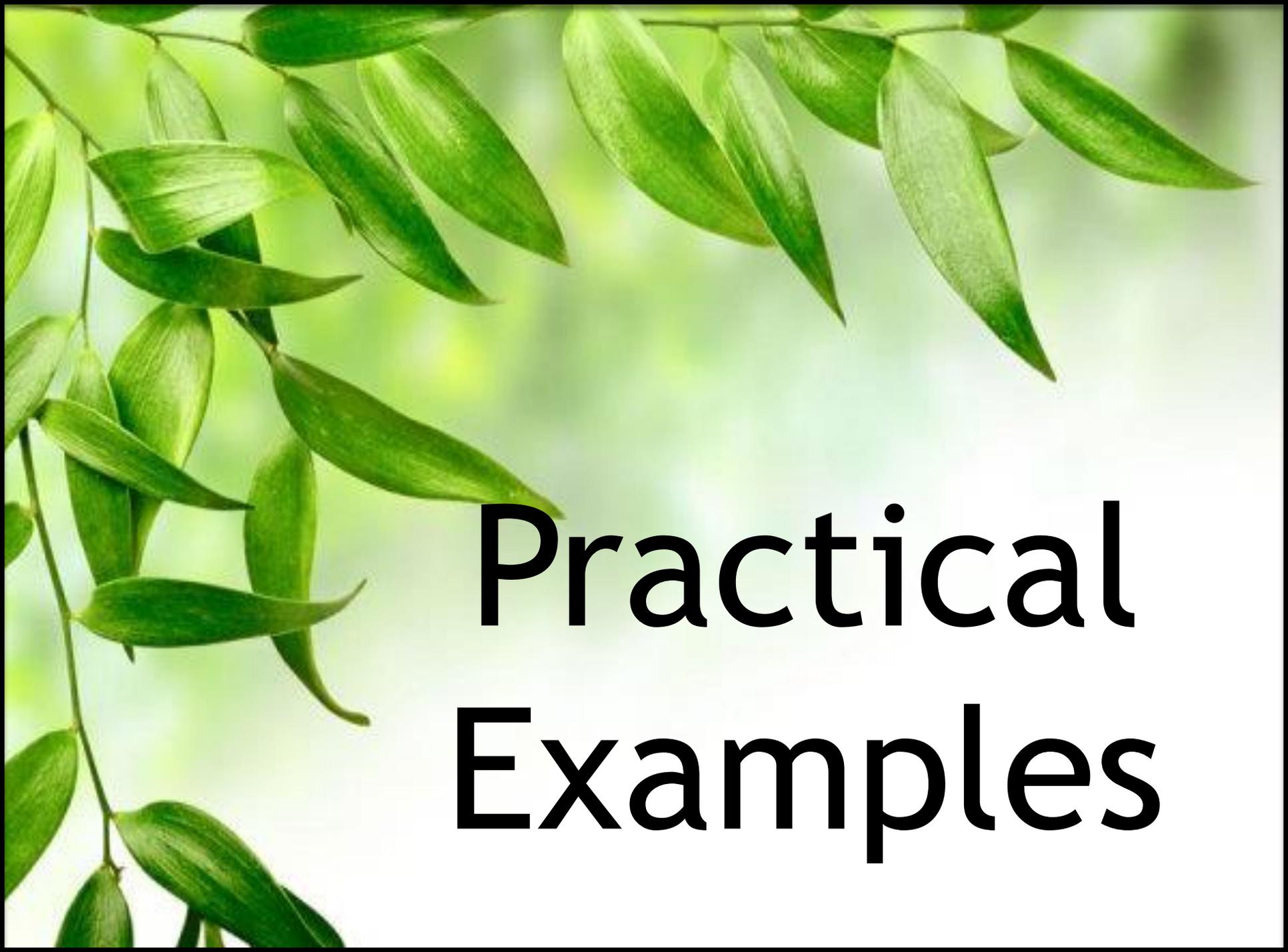


# Theme 2: Animals



# Theme 3: Food



A close-up photograph of a branch with several bright green, elongated leaves. The leaves are arranged in a cluster, with some showing prominent veins. The background is a soft, out-of-focus light green, suggesting a natural outdoor setting. The overall tone is fresh and vibrant.

# Practical Examples

# Gr 5

*Insects, bugs & creepy crawlies*

# 1. INTRODUCTION

- Entering Procedure
- Classroom Rules & Gestures
- What are we going to learn today?

# 2. CONTENT

- Vocabulary 1:

Ant, Butterfly, Bee, Snake, Fly, Worm,  
Spider, Beetle, Dragonfly, Ladybug.

- Vocabulary 2:

Snail, Grasshopper, Cockroach, Cicada,  
Preying Mantis, Mosquito, Scorpion,  
Centipede.

### 3. CONTROLLED PRACTICE

- Lower Order Thinking Skills
  - What's missing?
  - Syllable chant
  - Word search
  - Insect body parts
- Higher Order Thinking Skills
  - Sentence structure
  - Identification
  - Create your own insect
  - Superlatives

### 4. SELF STUDY AND SELF REFLECTION

- Insect profile

### 5. FEEDBACK & RECAP

- Revision: Spot the creepy crawly; Nature walk checklist.

# Gr 1 & 2

*Insects, bugs & creepy crawlies*

# 1. INTRODUCTION

- Entering Procedure
- Classroom Rules & Gestures
- Good Morning Song

# 2. CONTENT

- Vocabulary 1: Ant, Bee, Fly, Snake, Butterfly.
- Vocabulary 2: Spider, Beetle, Worm, Snail, Ladybug, Dragonfly.

# 3. CONTROLLED PRACTICE

- Lower Order Thinking Skills - What's Missing?
  - Phonics (&actions) chant
  - Syllable chant.
- Higher Order Thinking Skills - Let's draw!

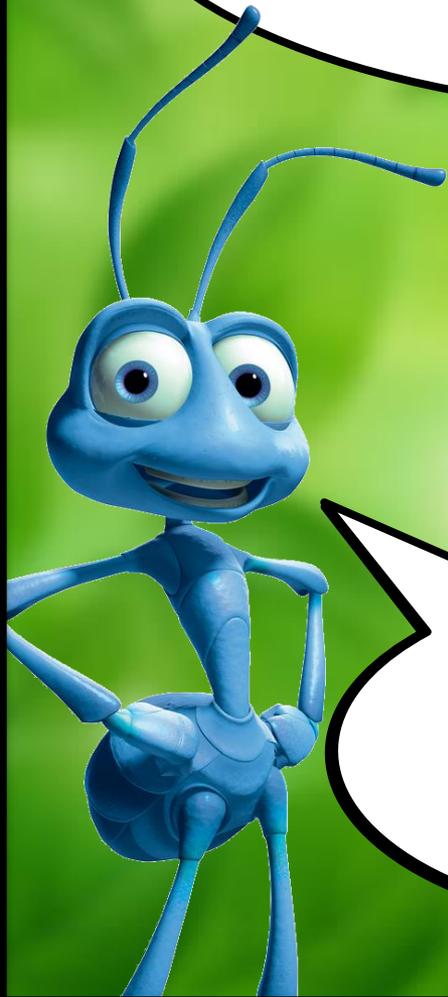
# 4. SELF STUDY AND SELF REFLECTION

- Match the word with the picture; Listening Activity.

# 5. FEEDBACK & RECAP

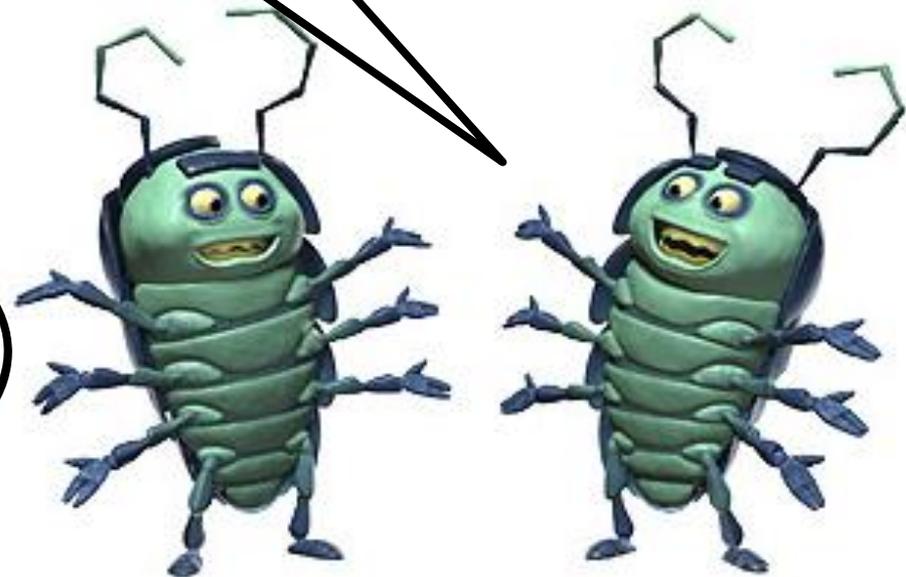
- Check your answers; Nature Walk; Goodbye Song.

# Vocabulary



SCAFFOLDING:  
Building  
schemata

P8

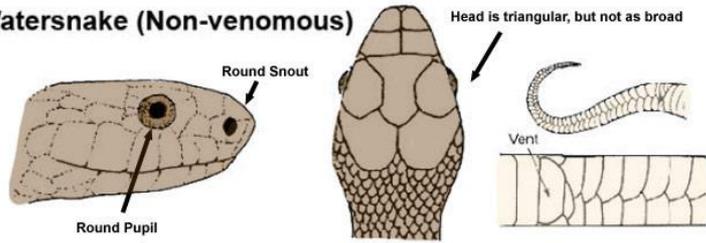






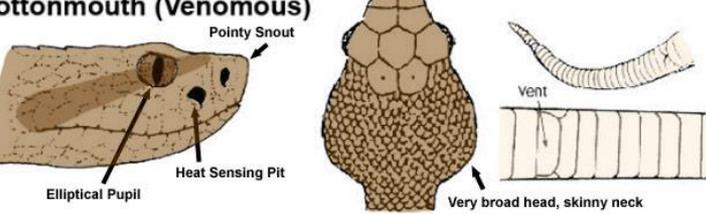


**Watersnake (Non-venomous)**



Head is triangular, but not as broad

**Cottonmouth (Venomous)**



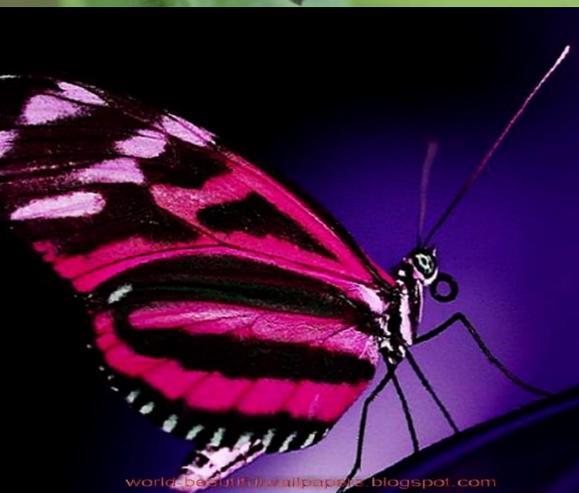
Very broad head, skinny neck



ARKive  
www.arkive.org

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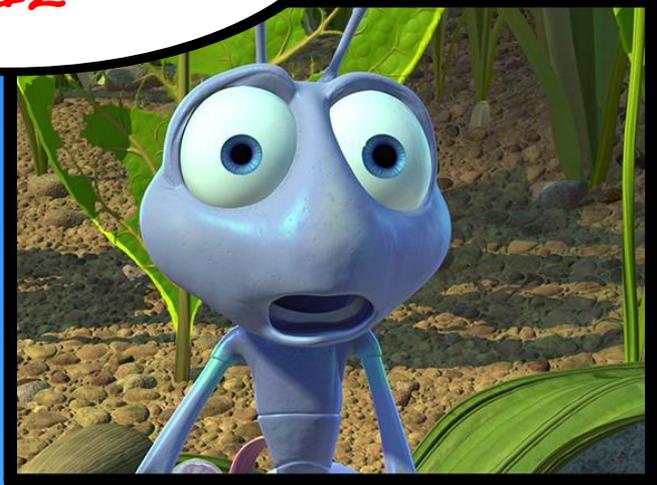
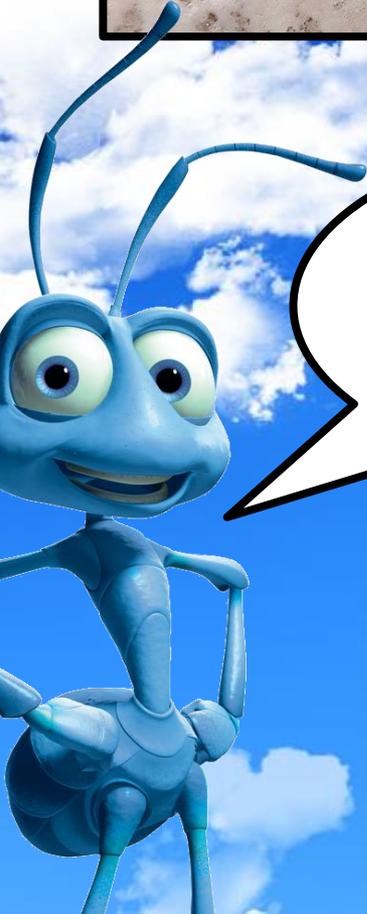




# MEMORY – What's missing?



CONTROLLED  
PRACTICE:  
LOTS...HOTS  
P12





*What is  
missing?*



# Snake



A close-up photograph of a pea plant with several green, unopened flower buds. Several small, dark-colored ants are visible on the plant, some on the leaves and some on the buds. A white speech bubble with a black border is overlaid on the left side of the image, containing the text "What is missing?".

**What is  
missing?**



# Ant





**What is  
missing?**

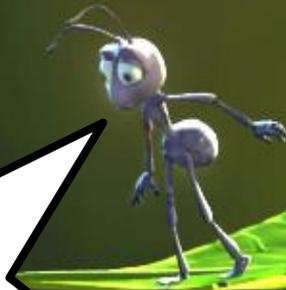


# Fly



Disney • PIXAR  
**a  
bugs'  
life**

collector's edition  
coming **may 27**

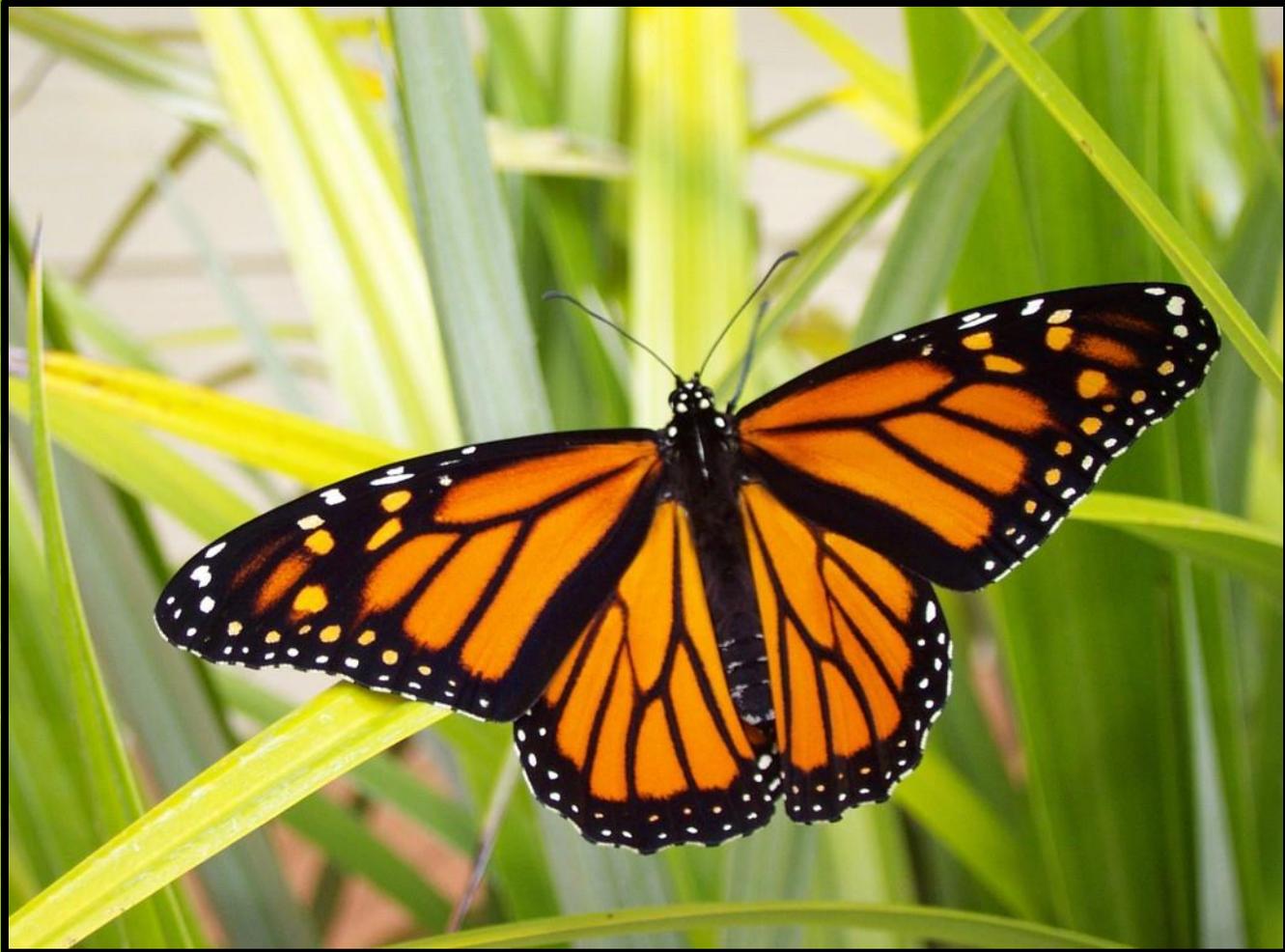


© Disney / Pixar

**What is  
missing?**



# Butterfly



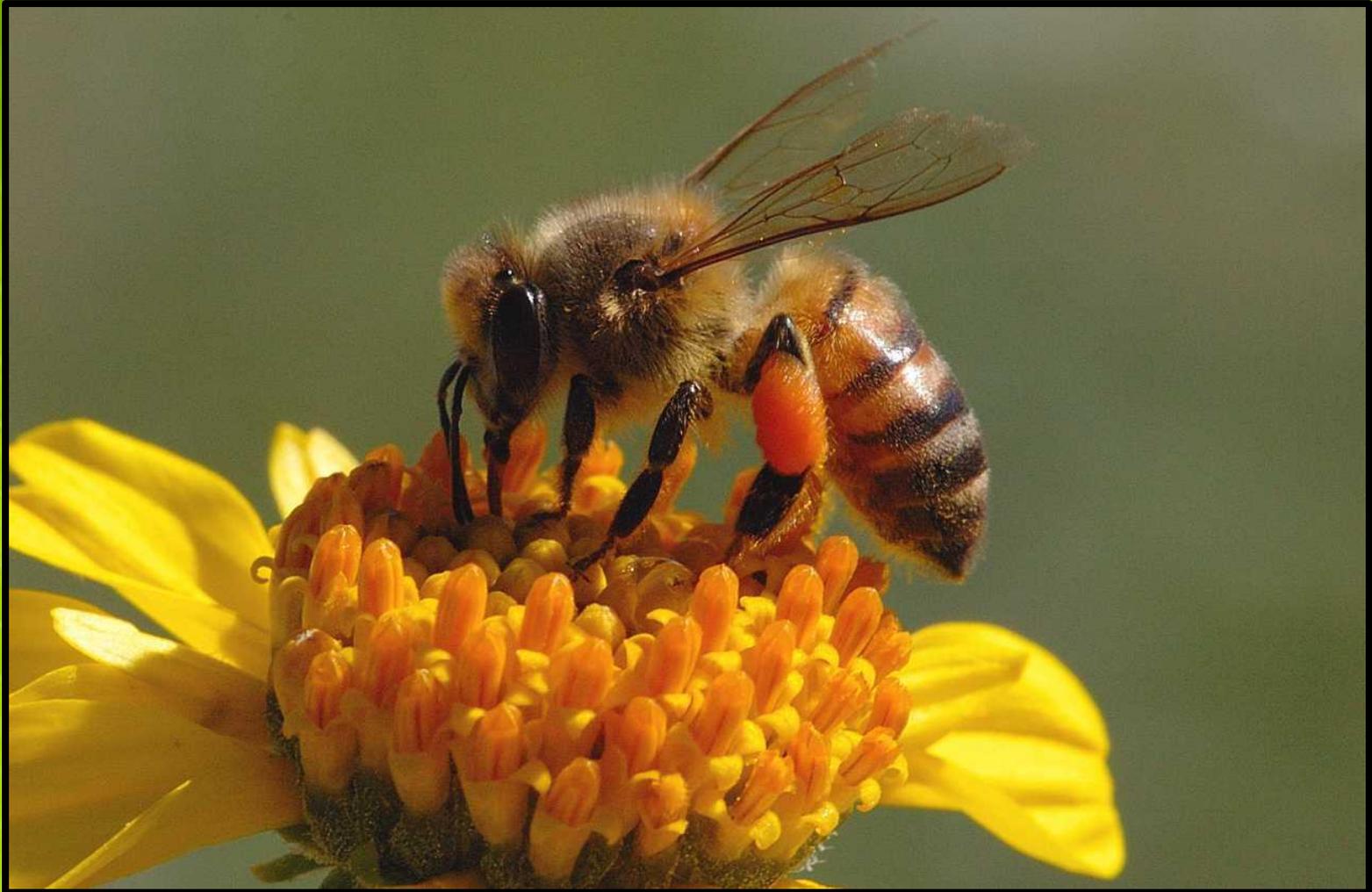


*What is  
missing?*

**a  
bug's  
life**



# Bee



# Gr. 5

## Vocabulary 1:

Ant, Bee, Butterfly, Moth,  
Caterpillar, Snake, Beetle,  
Dragonfly, Ladybug, Fly.

-What's missing?



Gr 5  
LESSON  
STRUCTURE  
P14

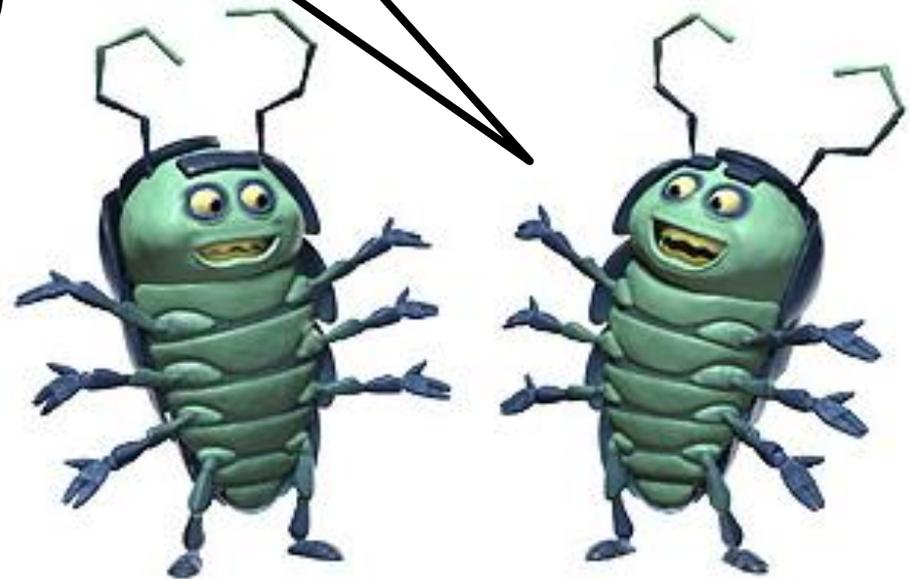
A blue alien with large, wide eyes and two long, thin antennae is peering through a jagged hole in a large green leaf. The alien's hands are visible, gripping the edges of the hole. A speech bubble is positioned to the right of the alien's head.

*What is  
missing?*



# Vocabulary

ACTIVE  
LEARNING:  
Learner  
centered  
P9

















# Phonics chant

A B C D E F G

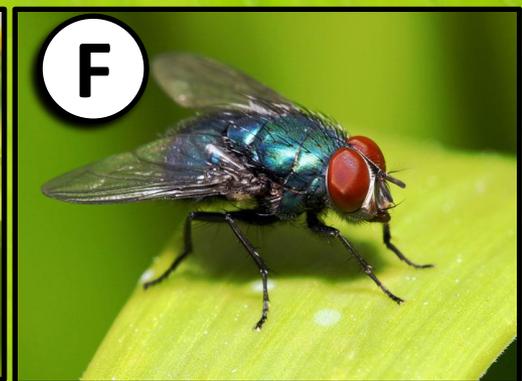
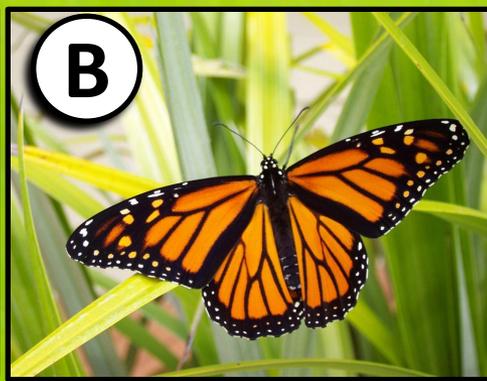
H I J K L M N

O P Q R S T U

V W X Y Z



SCAFFOLDING:  
Multiple  
Intelligences  
P8



# Phonics & Actions





Happy

Fine



Angry



Sleepy



Hungry



Sad



Sick



Hot



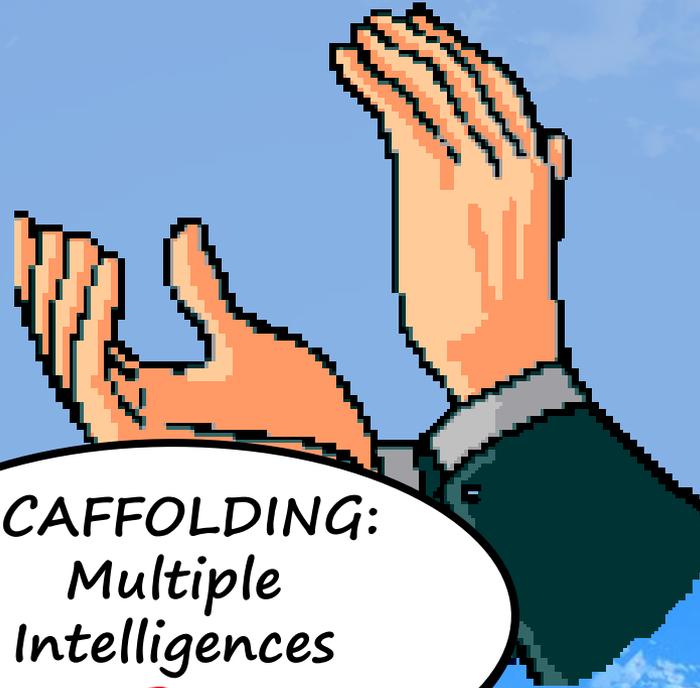
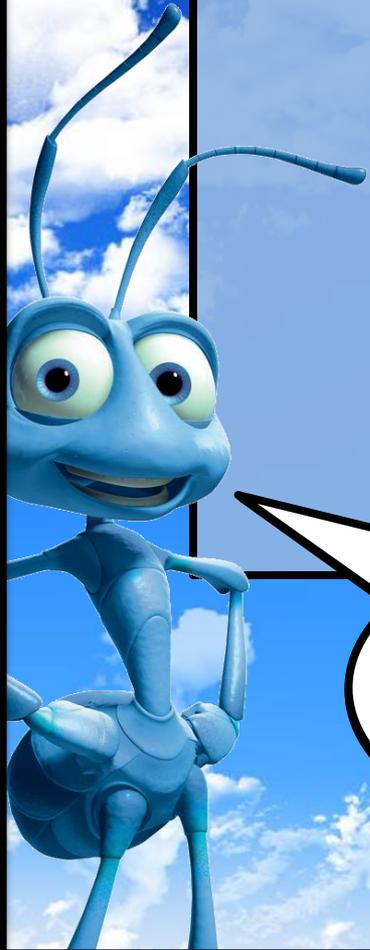
Cold



Scared

# Syllable chant

1,2,3...Follow me!



SCAFFOLDING:  
Multiple  
Intelligences  
P8

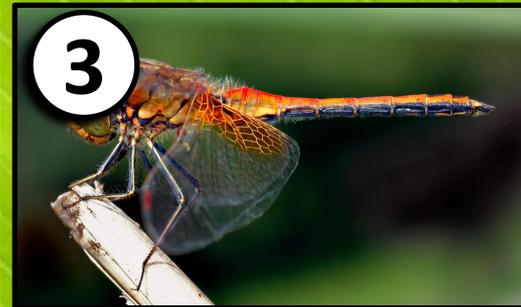
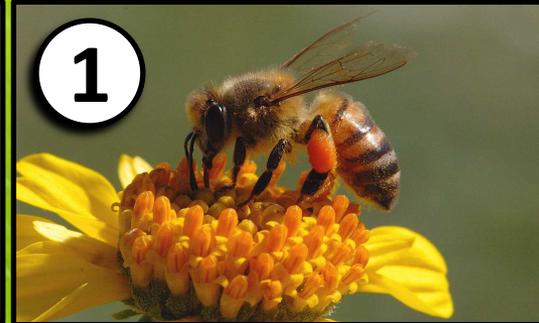


# Are you ready?

✓ Clear English

✓ Clapping





# Gr. 5

## Vocabulary 2:

Snail, Grasshopper, Cockroach,  
Cicada, Preying Mantis,  
Mosquito, Scorpion, Centipede.

-Syllable chant

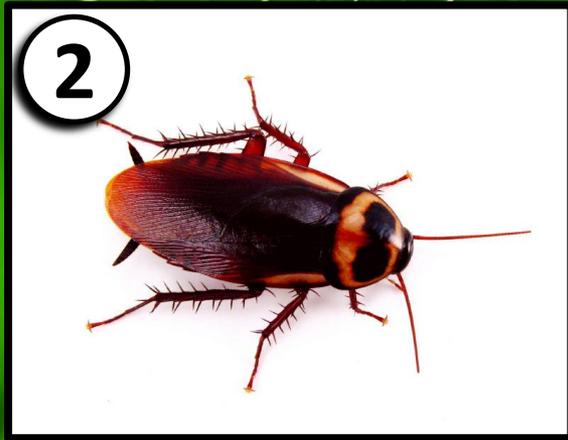
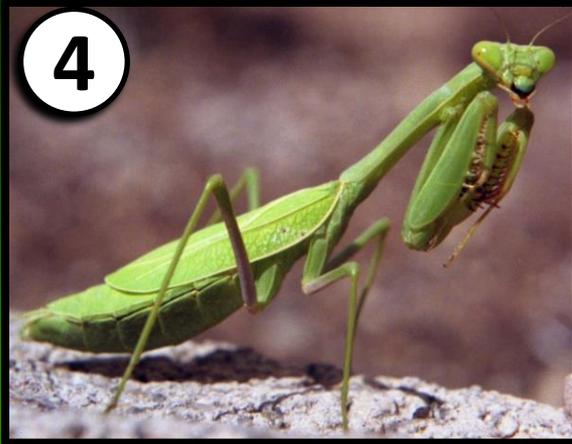


Gr 5  
LESSON  
STRUCTURE  
P14

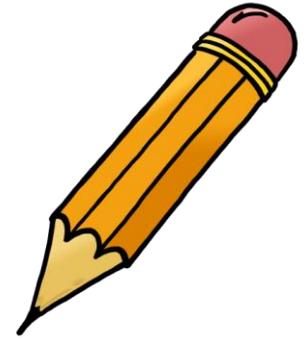
# Syllable chant

1,2,3,4...Follow me!

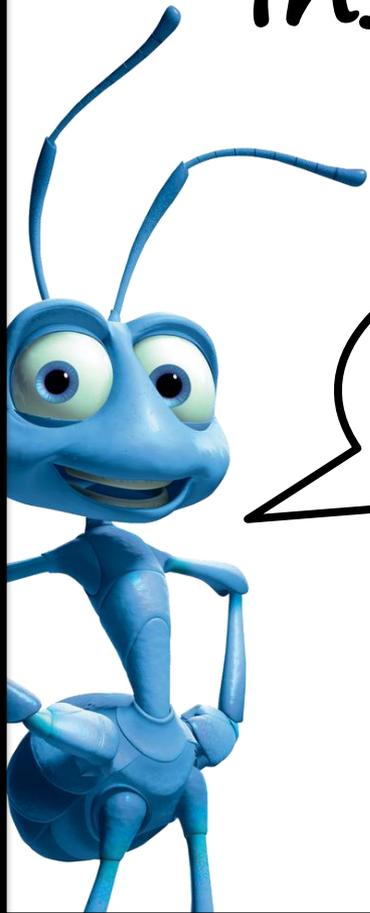




# Let's draw!



*Insects, bugs and creepy  
crawlies...*



SELF STUDY &  
SELF  
REFLECTION

P12



# Topic: *Insects bugs and creepy crawlies*

1

2

3

4

5

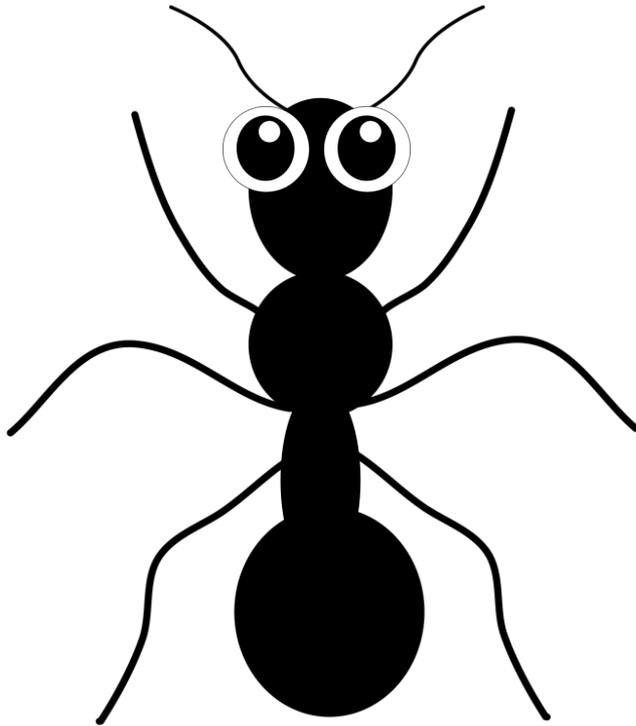
6

7

8

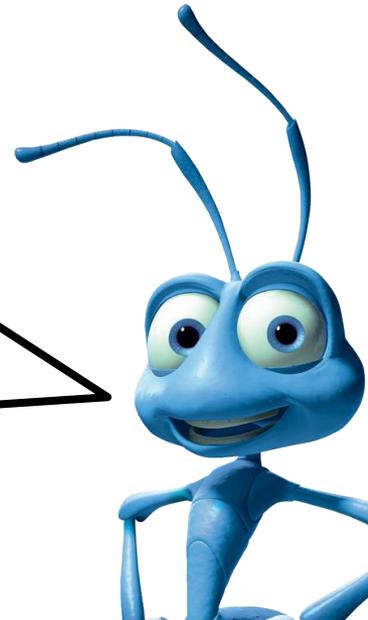
9

# Ant

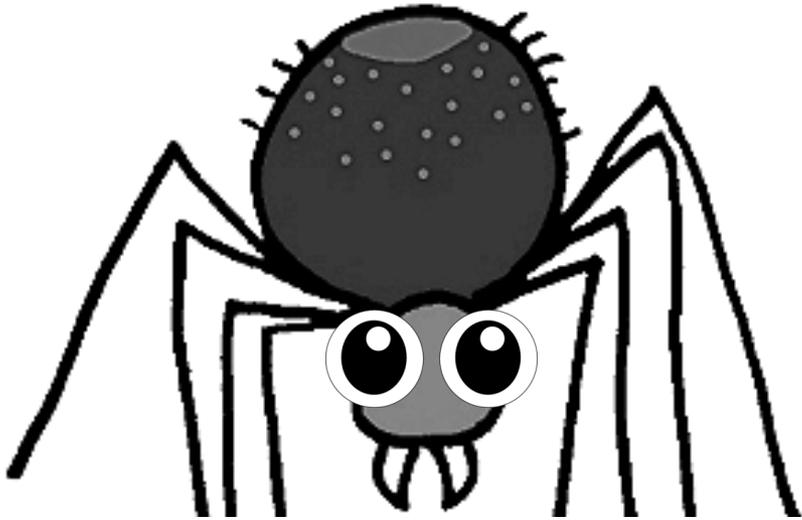


ACTIVE  
LEARNING:  
Opportunity for  
communication;  
Embrace  
student  
individuality

P9



**S**pider



Match the words  
with the picture  
**Clue - First letter!**



Lady

Snake

Snail

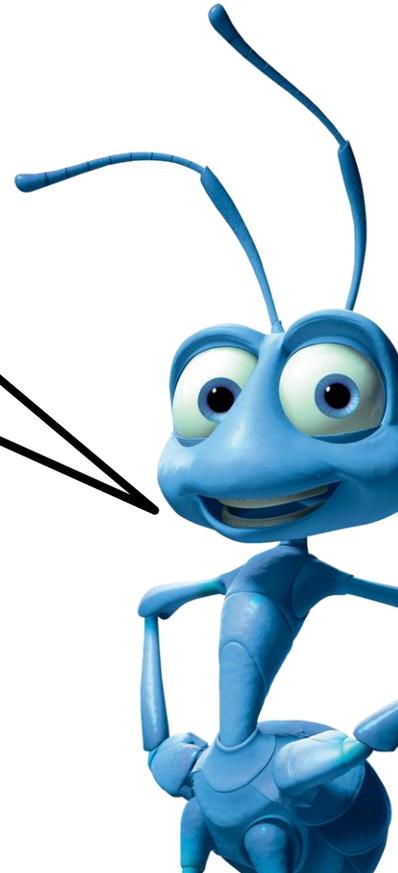
Spider

Dragonfly

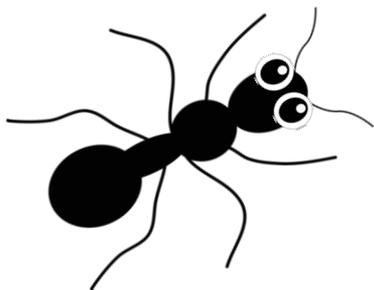
Beetle

MULTIPLE  
FOCUS:  
Integrated  
language  
learning

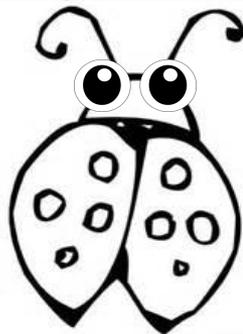
P6



# Topic: Insects bugs and creepy crawlies



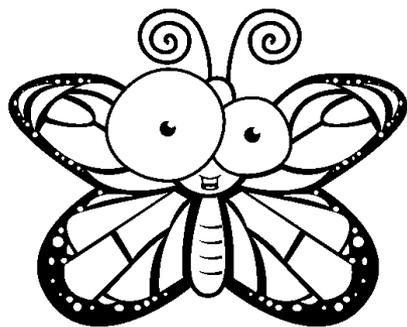
A \_ \_



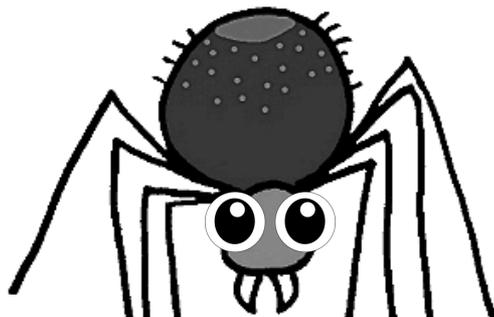
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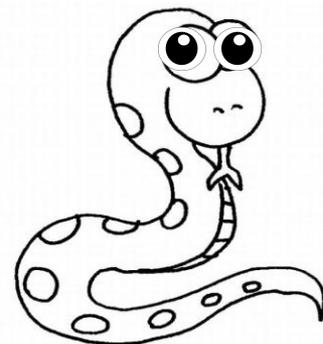
B \_ \_



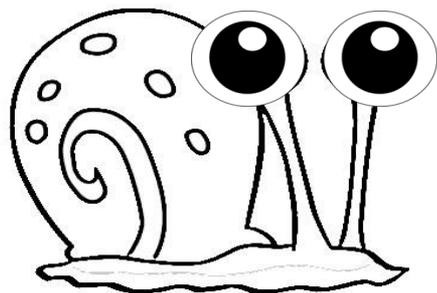
B \_ \_ \_ \_



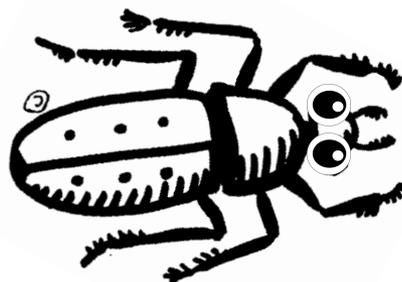
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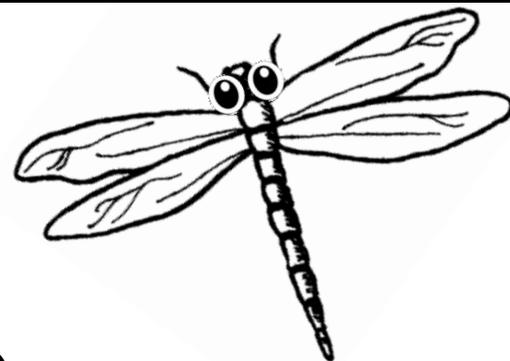
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S \_ \_ \_



B \_ \_ \_ \_



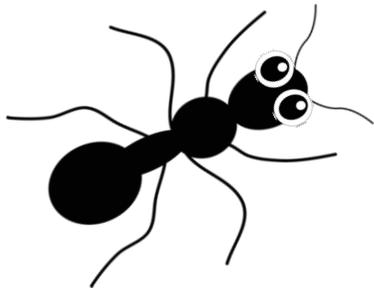
D \_ \_ \_ \_



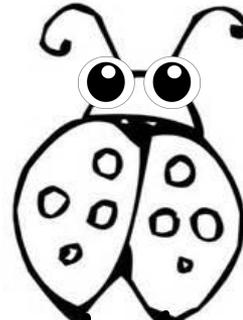
AUTHENTICITY:  
Guided  
exploration  
*P7*

Nature Walk

# Topic: Insects bugs and creepy crawlies



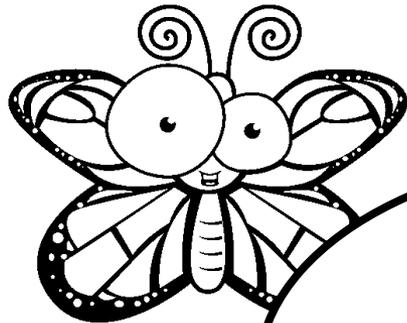
Ant



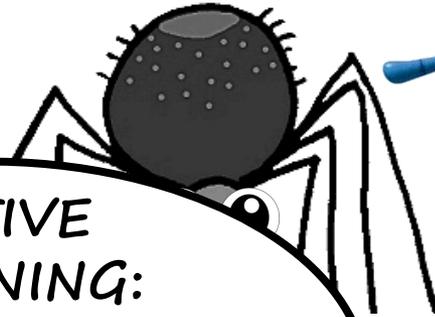
Ladybug



Bee



Butter

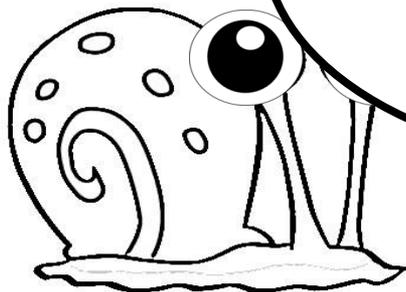


ACTIVE  
LEARNING:  
Opportunity for  
communication;  
Tally sheet

P9



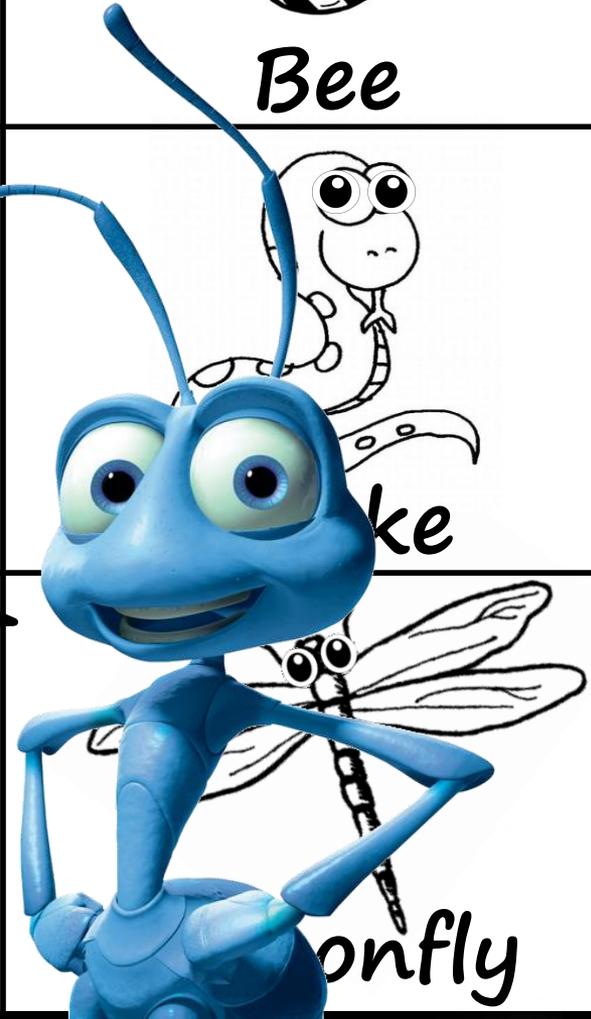
ke



Snail



Beetle



onfly

# 1. INTRODUCTION

- Entering Procedure
- Classroom Rules & Gestures
- What are we going to learn today?

# 2. CONTENT

- Vocabulary 1:

Ant, Butterfly, Bee, Snake, Fly, Worm,  
Spider, Beetle, Dragonfly, Ladybug.

- Vocabulary 2:

Snail, Grasshopper, Cockroach, Cicada,  
Preying Mantis, Mosquito, Scorpion,  
Centipede.

### 3. CONTROLLED PRACTICE

- Lower Order Thinking Skills
  - What's missing?
  - Syllable chant
  - Word search
  - Insect body parts
- Higher Order Thinking Skills
  - Sentence structure
  - Identification
  - Create your own insect
  - Superlatives

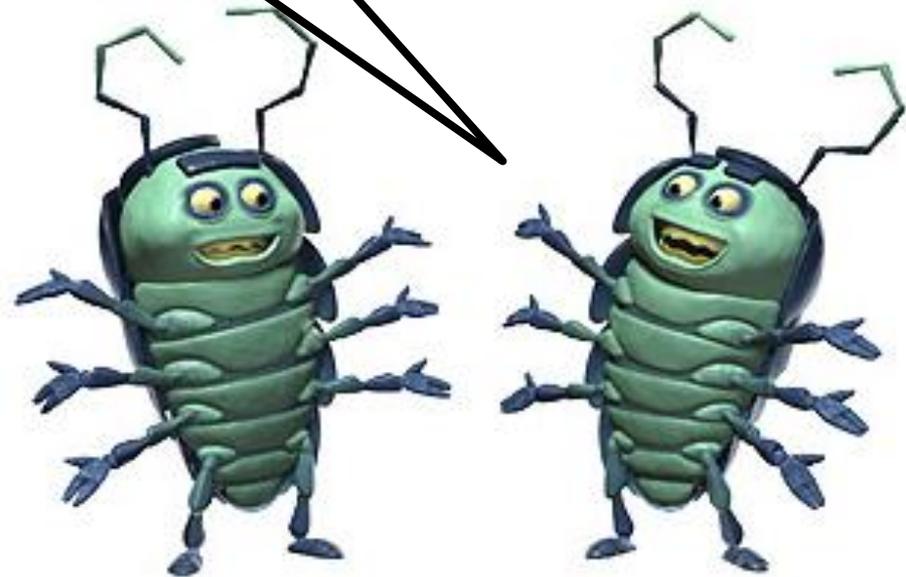
### 4. SELF STUDY AND SELF REFLECTION

- Insect profile

### 5. FEEDBACK & RECAP

- Revision: Spot the creepy crawly; Nature walk checklist.

# Vocabulary



# Gr. 5

## Vocabulary 1:

Ant, Bee, Butterfly, Moth,  
Caterpillar, Snake, Beetle,  
Dragonfly, Ladybug, Fly.

## Vocabulary 2:

Snail, Grasshopper, Cockroach,  
Cicada, Preying Mantis,  
Mosquito, Scorpion, Centipede.



# Take notes!



# Choose your words!

Please write down *ONLY* the words that are *NEW* to you.



Puppy



~~Dog~~



Kitten



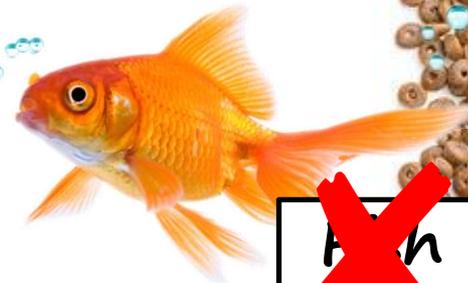
~~Cat~~



~~Spider~~



Parrot



~~Fish~~





Dog

Puppy



Kitten



Cat



Parrot



Rabbit



Hamster



Spider



Snake

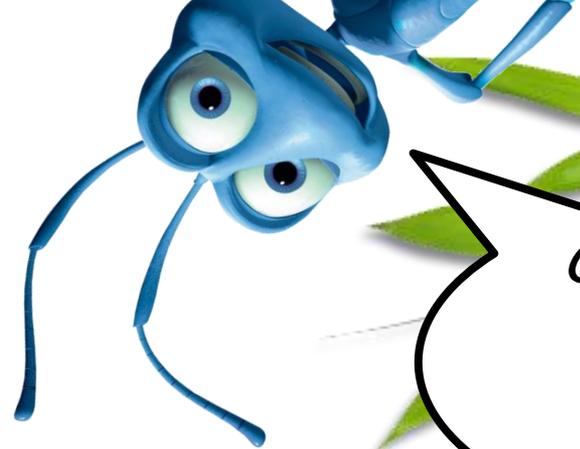


Guinea pig

End

Y A W R O N I E T S N E  
H **W O R D** N O D E C A M  
D S F I N **S E A R C H** E  
P O E D N A L E C I C T

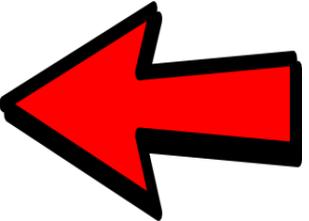
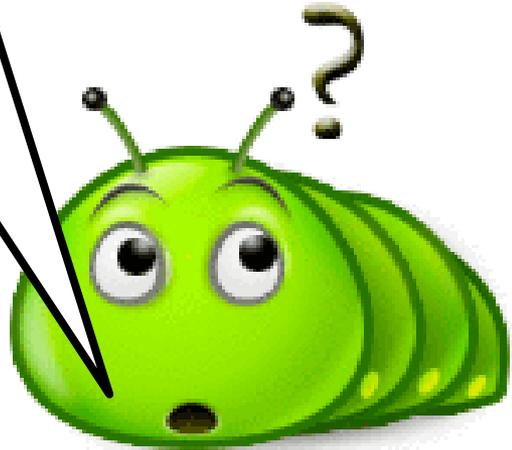




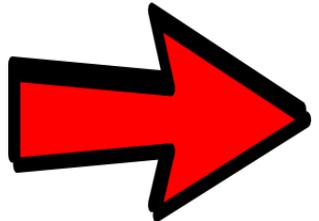
CONTROLLED  
PRACTICE &  
RECAP  
P15

Hel  
p

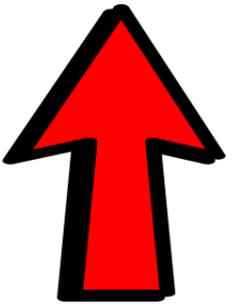
me!



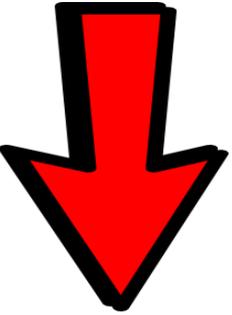
Go left



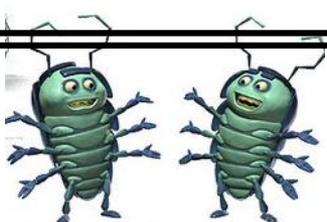
Go right



Go up



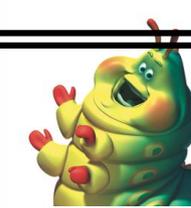
Go down



CENTIPEDE  
 CATERPILLAR  
 COCKROACH  
 GRASSHOPPER



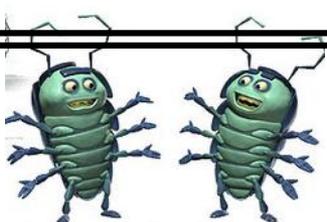
BEETLE  
 SPIDER  
 BUTTERFLY  
 SCORPION



FLY  
 BEE  
 SNAIL  
 MOTH



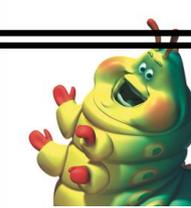
S	A	T	B	D	M	O	T	H	R	O	T	E	K
H	C	E	N	T	I	P	E	D	E	P	M	C	R
A	O	G	S	X	C	V	M	I	U	T	A	R	L
S	C	O	R	P	I	O	N	A	U	T	E	U	R
P	K	B	C	B	E	E	K	N	E	D	S	J	E
E	R	C	L	B	E	S	U	R	L	I	B	H	P
N	O	I	O	M	L	Y	P	T	K	Q	U	E	P
E	A	S	C	N	P	I	A	I	I	M	T	U	O
R	C	S	K	V	L	G	N	C	D	G	T	S	H
F	H	O	E	L	T	E	E	B	O	E	E	G	S
L	M	R	A	A	S	A	B	A	M	I	R	T	S
Y	Y	R	X	Q	J	L	S	A	Q	X	F	H	A
T	S	A	C	H	Q	R	O	G	L	U	L	N	R
T	H	I	L	S	N	A	I	L	O	L	Y	M	G



CENTIPEDE  
 CATERPILLAR  
 COCKROACH  
 GRASSHOPPER



BEETLE  
 SPIDER  
 BUTTERFLY  
 SCORPION



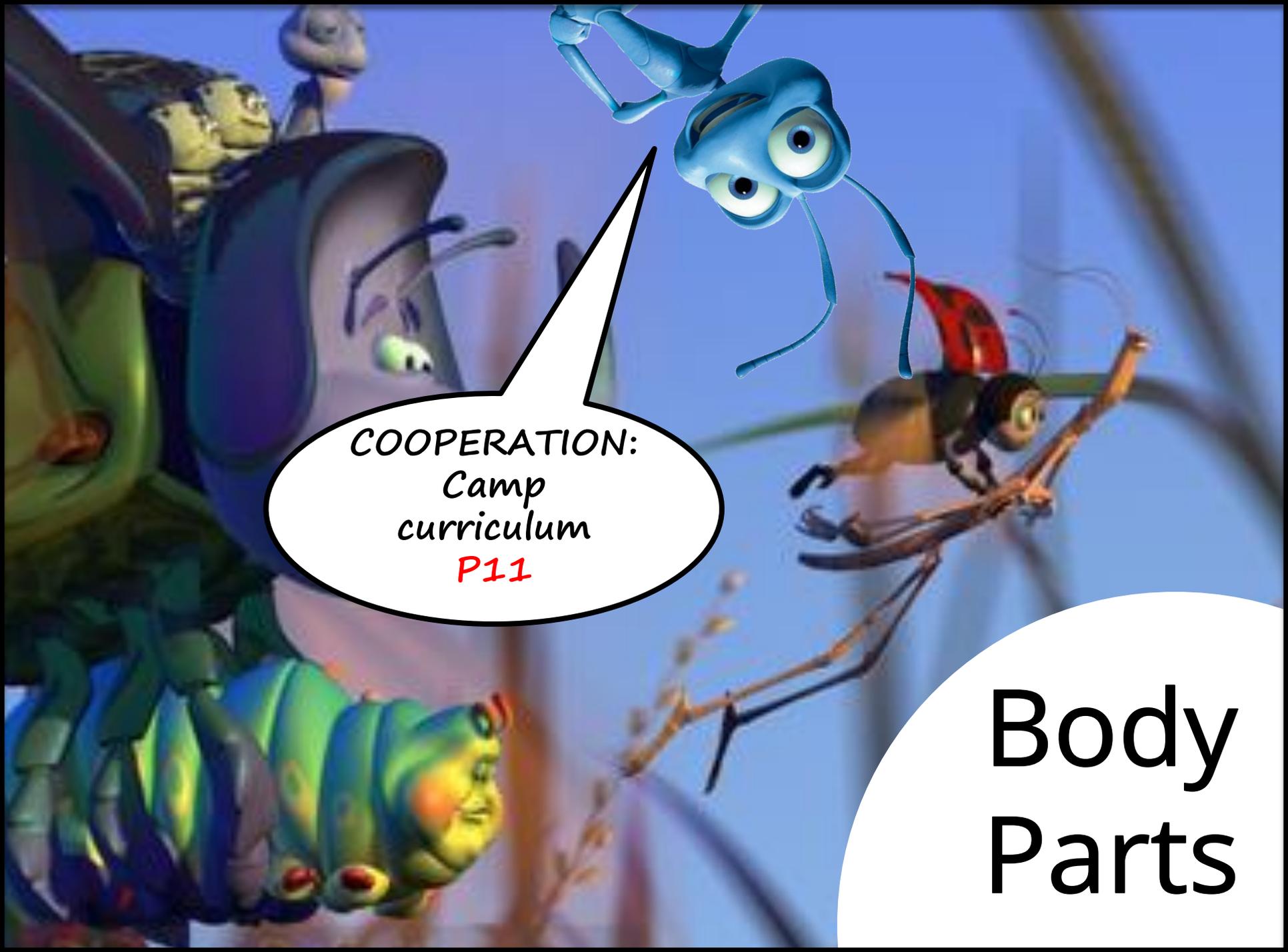
FLY  
 BEE  
 SNAIL  
 MOTH



S	A	T	B	D	M	O	T	H	R	O	T	E	K
H	C	E	N	T	I	P	E	D	E	P	M	C	R
A	O	G	S	X	C	V	M	I	U	T	A	R	L
S	C	O	R	P	I	O	N	A	U	T	E	U	R
P	K	B	C	B	E	E	K	N	E	D	S	J	E
E	R	C	L	B	E	S	U	R	L	I	B	H	P
N	O	I	O	M	L	Y	P	T	K	Q	U	E	P
E	A	S	C	N	P	I	A	I	I	M	T	U	O
R	C	S	K	V	L	G	N	C	D	G	T	S	H
F	H	O	E	L	T	E	E	B	O	E	E	G	S
L	M	R	A	A	S	A	B	A	M	I	R	T	S
Y	Y	R	X	Q	J	L	S	A	Q	X	F	H	A
T	S	A	C	H	Q	R	O	G	L	U	L	N	R
T	H	I	L	S	N	A	I	L	O	L	Y	M	G

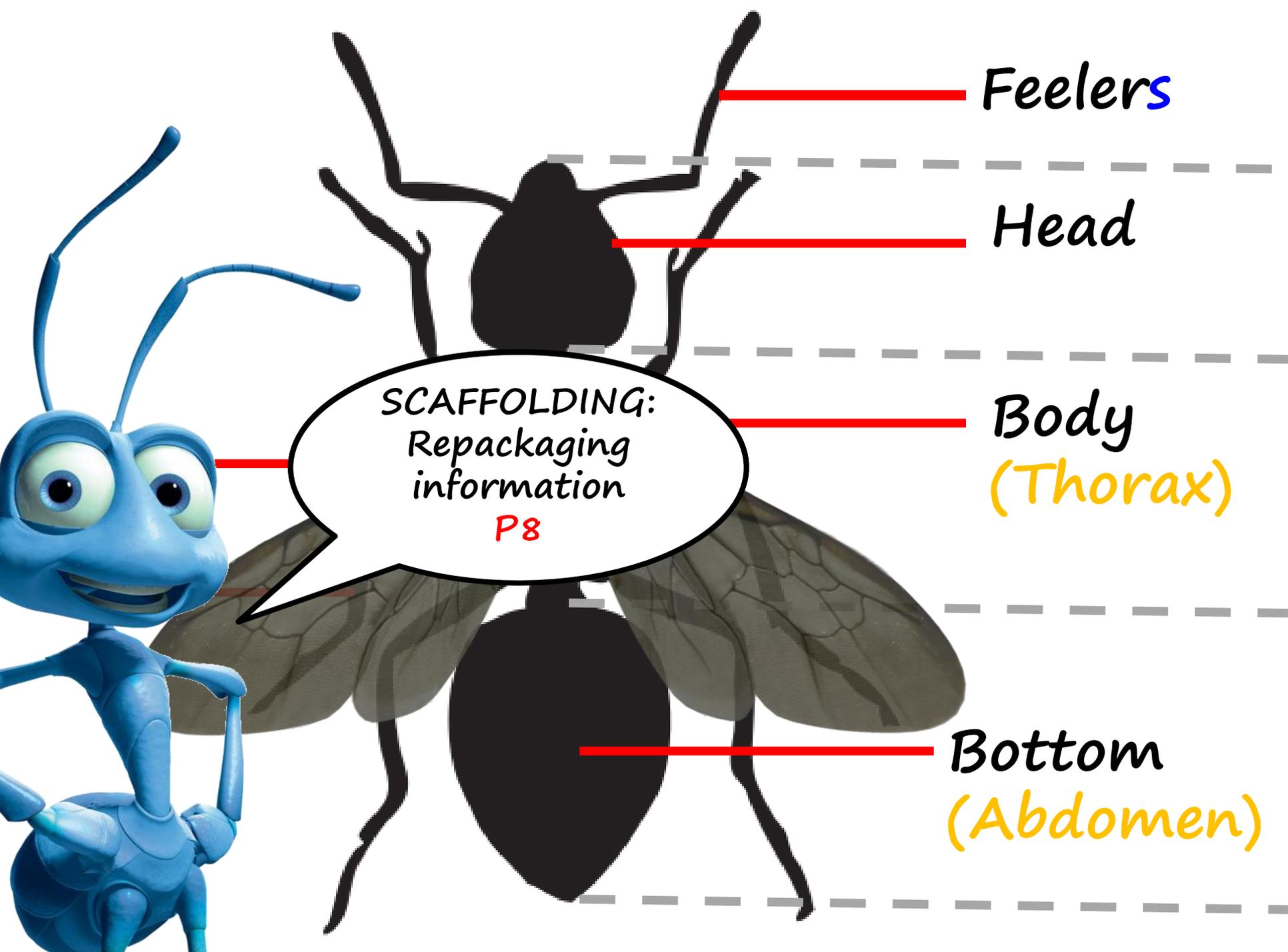


***Insects...***



COOPERATION:  
Camp  
curriculum  
**P11**

Body  
Parts



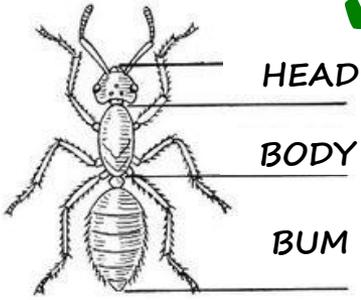
Feelers

Head

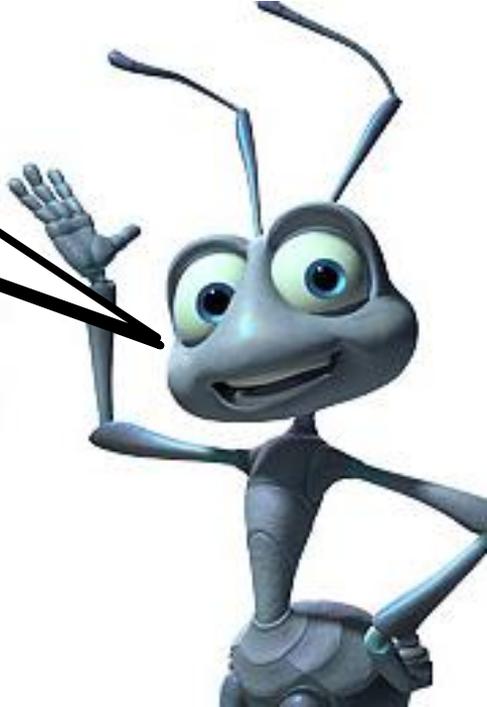
SCAFFOLDING:  
Repackaging  
information  
P8

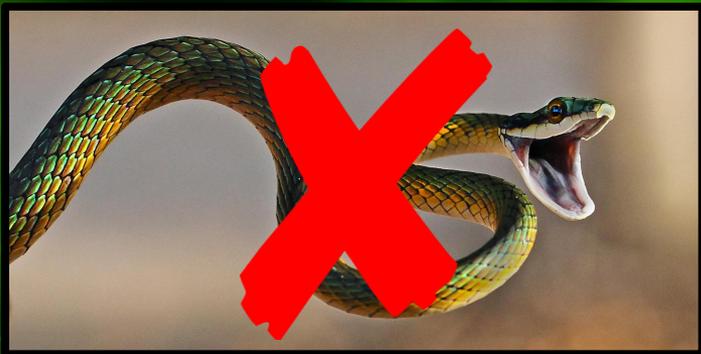
Body  
(Thorax)

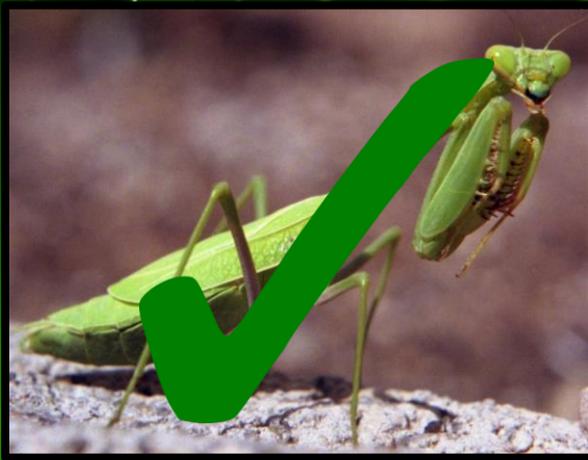
Bottom  
(Abdomen)



BLOOM'S TAXONOMY:  
Progress to different levels...  
P4





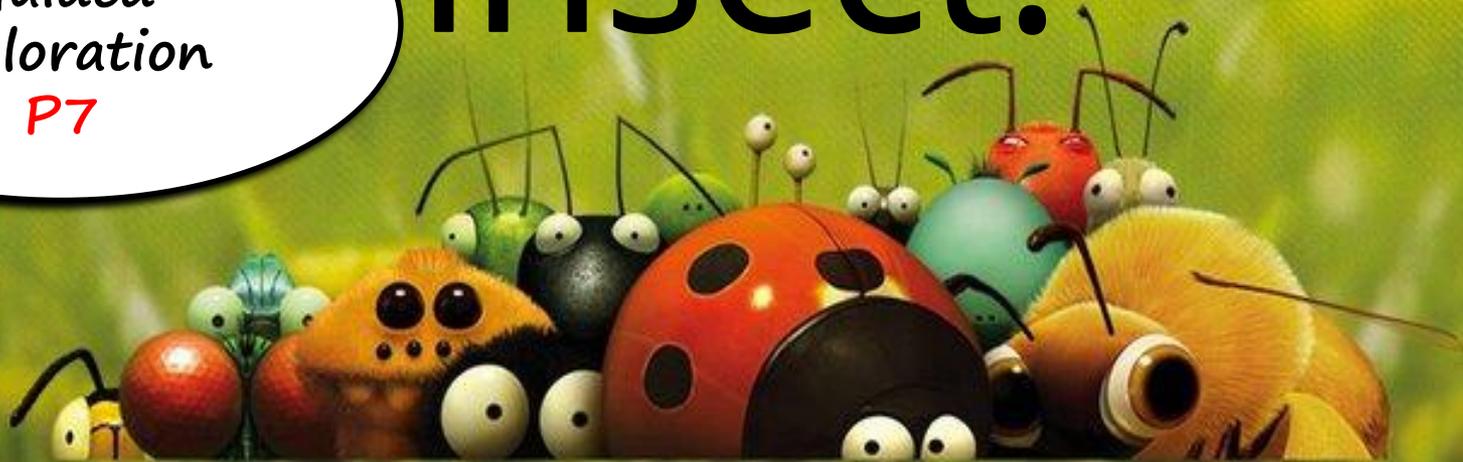


SELF STUDY  
& SELF  
REFLECTION  
*P5*

ACTIVE  
LEARNING:  
Opportunity for  
communication  
*P9*

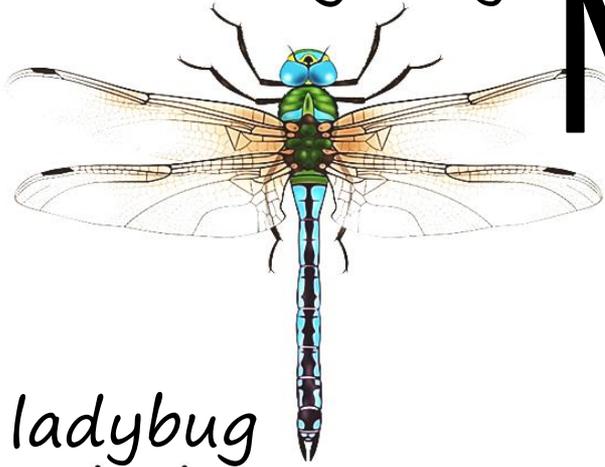
# Create your own insect!

AUTHENTICITY:  
Guided  
exploration  
*P7*



<http://mrnussbaum.com/insectgenerator/>

dragonfly



# My insect

Name : \_\_\_\_\_

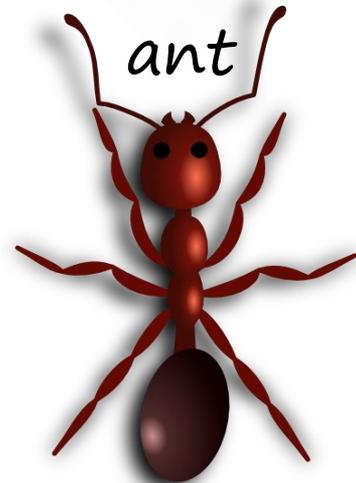
bee



ladybug



ant



beetle



Preying  
mantis



Head & eyes, feelers, body,  
legs, bottom, wings

# Profile 1

- Habitat (Where does it live?)

**My insect lives \_\_\_\_\_.**



in  
snow



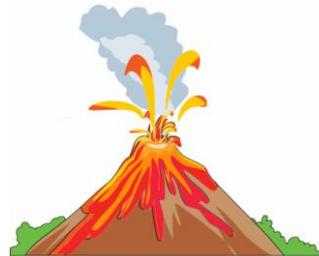
in the  
ground



in the  
desert



in the  
forest



in a  
volcano



under a  
rock



in a  
tree trunk



in the  
rainbow



in old  
shoes



in trash

- Diet (What does it eat?)

2 My insect eats \_\_\_\_\_.



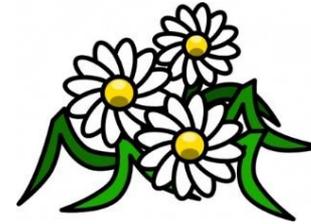
snowflakes



grass



sand



flowers



leaves



other  
insects



clouds



fruits



rice



candy

- Super power (What can it do?)

3 My insect can \_\_\_\_\_.



change color



change form



shoot laser beams

My insect has \_\_\_\_\_.



super speed



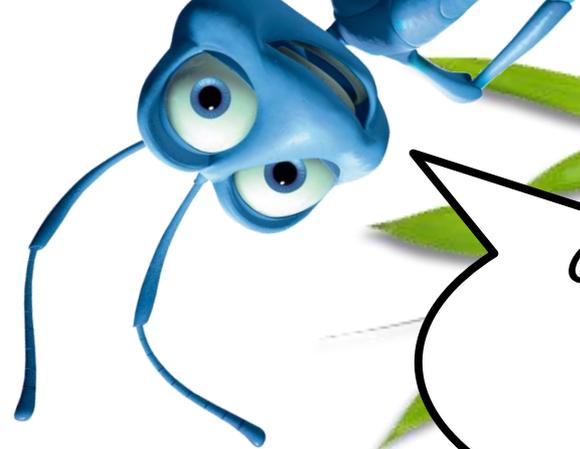
super strength

# Spot it!

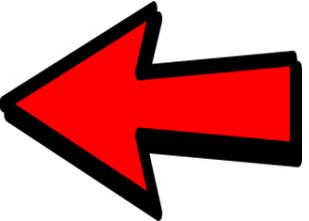


FEEDBACK &  
RECAP  
*P15*

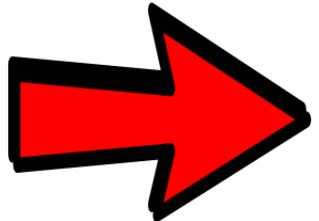




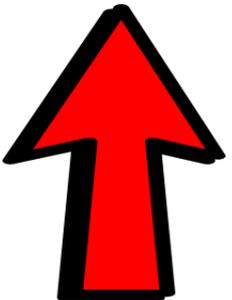
CONTROLLED  
PRACTICE &  
RECAP  
*P15*



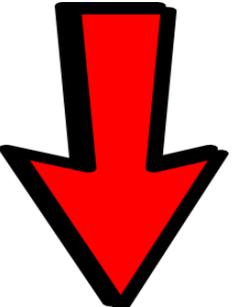
Go left



Go right



Go up



Go down

Hel  
p



me!







*I see a cicada.*



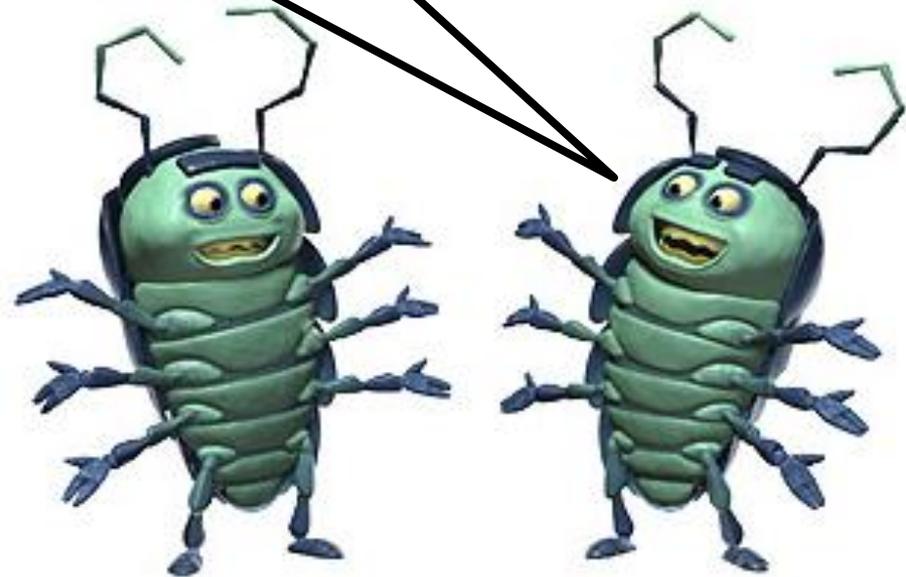


*I see a  
ladybird.*

**“Education is not  
the filling of a pail,  
but the lighting of a  
fire!”**

*- W. B. Yeats*

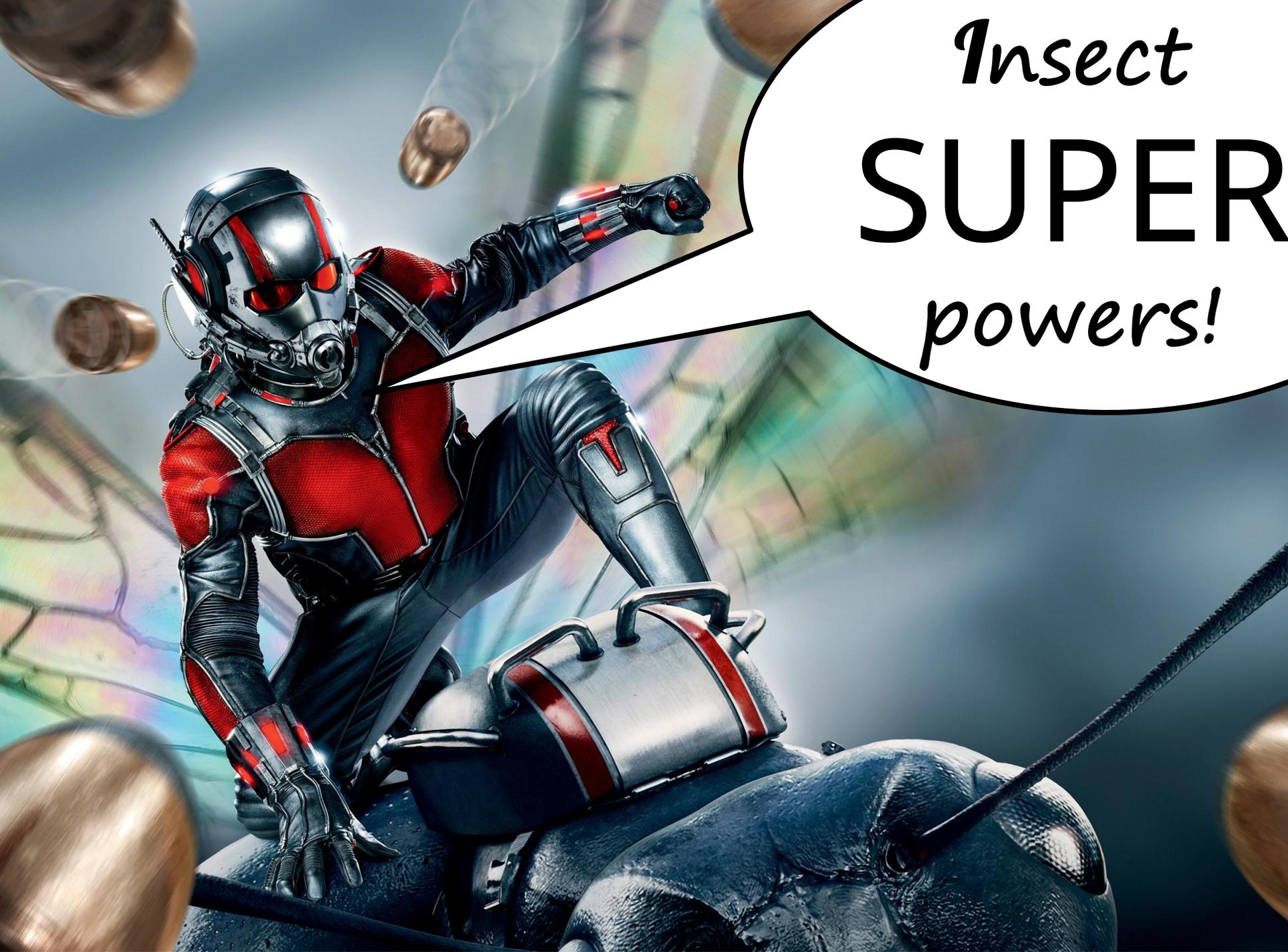
**EXTRA**  
activities





COOPERATION:  
Camp  
curriculum  
*P11*

# Nature Walk Checklist



*Insect*  
**SUPER**  
*powers!*

...the loudest.

A



B



C



The cicada is the loudest insect.



**Male cicadas**  
make noise to attract **females.**  
Cicadas can be heard from  
400 meters away.



...the fastest.

A



B



C



*The dragonfly is the fastest insect.*



Dragonflies can fly up to  
58 kilometers per hour.  
They can also fly  
**backwards!**



Can you  
remember?





1



2



3



4



5



6



7



8

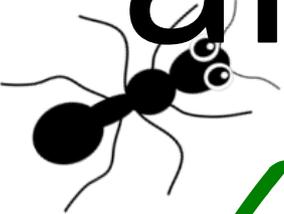
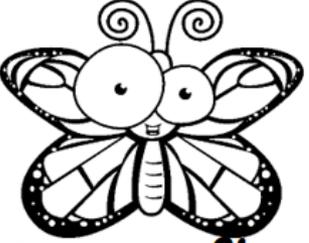
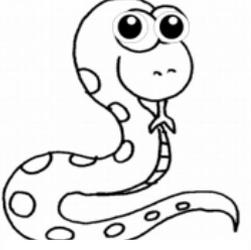
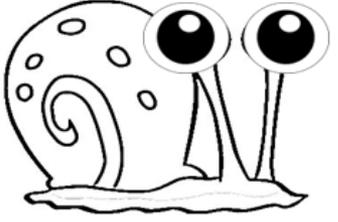


9



10

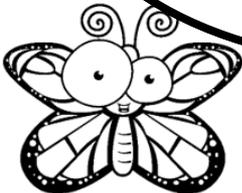
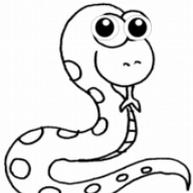
# Check your

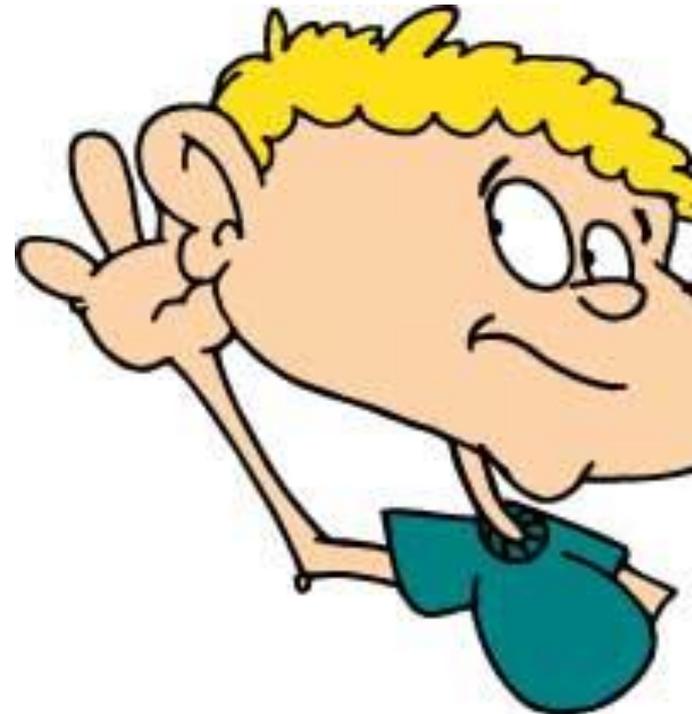
Topic: Insects, bugs and creepy crawlies		
 <p>Ant ✓</p>	 <p>Ladybug ✓</p>	 <p>Snake ✗</p>
 <p>Butterfly ✓</p>	 <p>Spider ✓</p>	 <p>Bee ✗</p>
 <p>Snail ✓</p>	 <p>Beetle ✓</p>	 <p>Dragonfly ✓</p>



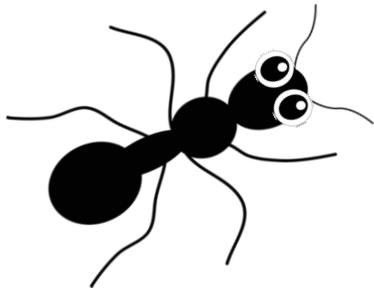
# Listening activity

Listen & write the number next to the ✓ picture.

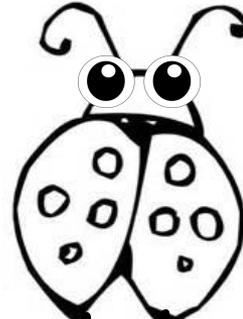
Topic	creepy crawlies		
	MULTIPLE FOCUS: Integrated language learning P6		
1	 Butterfly	 Spider	 Bee
	 Snail	 Beetle	 Snake
			 Dragonfly



# Topic: Insects bugs and creepy crawlies



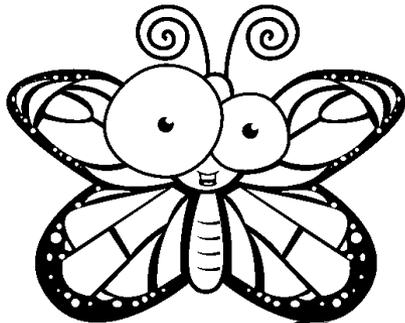
Ant



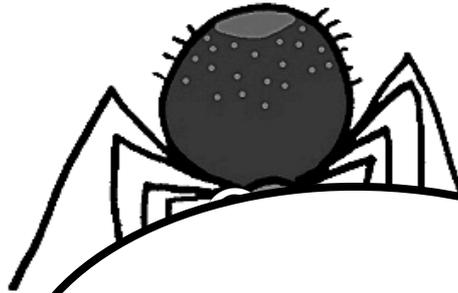
Ladybug



Bee

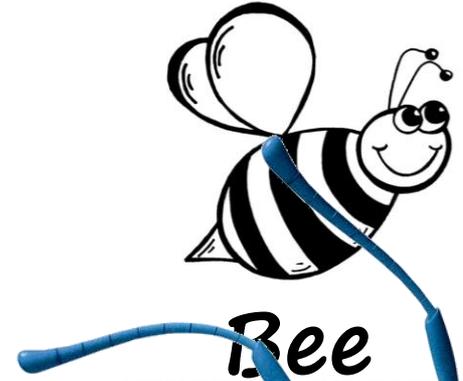


Butterfly

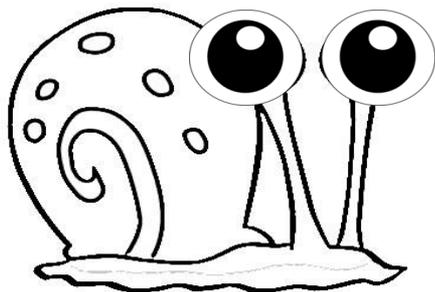


SELF  
ASSESSMENT

Beetle



Dragonfly



Snail

six four two three compound

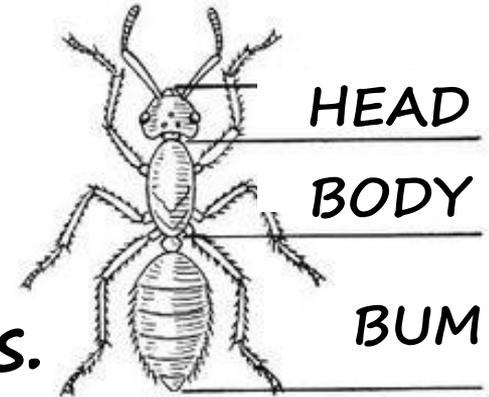
• An insect has \_\_\_\_\_ eyes.



• An insect has \_\_\_\_\_ feelers.



• An insect has \_\_\_\_\_ legs.



• An insect has \_\_\_\_\_ body sections.