

CLIL LESSON PLAN

GEOMETRY AND ART

LESSON 1: FLAT SHAPES

AIMS:

- ✓ To introduce 2-D shapes: 'Standard flat shapes' and 'Other flat shapes'.
- ✓ To use everyday language to describe features of familiar 2-D shapes.
- ✓ To discover geometrical aspects in real life.
- ✓ To develop the children's imagination.

OBJECTIVES:**TEACHING OBJECTIVES**

What I plan to teach

LEARNING OUTCOMES

What children will be able to do at the end of the lesson.

A. CONTENT

- Standard flat shapes: names and properties.
- Other flat shapes: names and features.

A. CONTENT

- Name the standard flat shapes.
- Identify the features in standard flat shapes.
- Name some other flat shapes.
- Identify features in other flat shapes.
- Make and draw different flat shapes.

B. COGNITION

- Classification of shapes following different criteria.
- Comparison of different 2-D shapes by defining their attributes.
- Identification of shapes in the

B. COGNITION

- Classify shapes following different criteria: number of sides, number of corners, curved or straight sides, same or different length of sides.
- Talk about and describe shapes in

<p>surrounding environment.</p> <ul style="list-style-type: none"> → Identification of shapes in paintings. → Classification of objects according to their shapes. 	<p>a simple way.</p> <ul style="list-style-type: none"> → Compare and classify shapes by defining their attributes. → Classify objects according to their shapes. → Complete a sequence of repeating patterns. → To identify shapes in the surrounding environment. → To be aware of shapes in a piece of art.
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C. COMMUNICATION

C.1 Language of learning:

- Names of 'Standard flat shapes': *square, triangle, circle, rectangle, pentagon, hexagon.*
- Names of 'Other flat shapes': *diamond, star, oval, ring, heart, crescent, semicircle.*
- Features of shapes: *number of sides, number of corners, curved or straight sides, same or different length of sides.*

C.2 Language for learning:

- Language for identification: *What shapes is it?, What colour is it?, It is a ..., Is it a or a? What shapes can you see?,*
- Language for description: *How many sides has it got? How many corners has it got?, Has it got curved or straight sides?, Are the sides the same length or different length?*
- Language for classification: *Let's classify the shapes by the number of corners, by curved or straight sides..... ,Which is the odd shape?*
- Language to understand instructions: *I spy with my little eye a shape like this, I spy with my little eye a,*

C.3 Language through learning:

- Classroom vocabulary: *tools and material for the art activities,*

- Vocabulary that comes through the lesson, such as language for carrying on worksheets or instructions not related to the lesson.

D. CULTURE/CITIZENSHIP

- Show awareness of similarities in 2-D shapes in pieces of art.
- Show awareness of similarities in 2-D shapes in the surrounding environment.
- Show interest in discovering shapes around us.
- Show respect towards other people's work.
- Work on social skills.