

CLIL LESSON PLAN

GEOMETRY AND ART

LESSON 2: SOLID SHAPES

AIMS:

- ✓ To introduce 3-D shapes.
- ✓ To use everyday language to describe features of familiar 2-D shapes and 3-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

- Solid shapes.
- Properties of solid shapes.

A. CONTENT

- Name solid and flat shapes and select a particular 2-D or 3-D shape.
- Identify some features in 3-D shapes.

B. COGNITION

- Similarities and differences between 3-D shapes and 2-D shapes.
- Classification of shapes following different criteria.
- Comparison of different shapes by defining their attributes.
- Identification of 3-D shapes in the surrounding environment.
- Identification of 3-D shapes in paintings.
- Classification of objects

B. COGNITION

- Find similarities and differences between flat and solid shapes.
- Classify shapes into flat shapes and solid shapes.
- Compare and classify shapes by defining their attributes.
- Classify objects according to their shapes.
- Match families of 3-D shapes.
- Identify 3-D shapes in the surrounding environment.
- Be aware of 3-D shapes in a piece

according to their shapes.

of art.

C. COMMUNICATION

C.1 Language of learning:

- Names of 'Solid shapes': cube, cuboid, cylinder, sphere, cone, pyramid.
Names of 'Standard flat shapes': *square, triangle, circle, rectangle, pentagon, hexagon.*
- Features of shapes: *number of faces, shapes of the faces, curved faces and flat faces.*

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: *What are the shapes of the faces?*
- Language for classification: *Shapes that roll and shapes that do not roll, Does it roll?, Has it got curved faces or flat faces?, Which is the odd shape? Look for two similar shapes from each tray.*
- 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 3-D shapes in pieces of art.
- ➔ Show awareness of similarities in 3-D shapes in the surrounding environment.
- ➔ Show interest in discovering shapes around us.
- ➔ Show respect towards other people's work.
- ➔ Work on social skills.