

## Kid's Box World (CLIL) Projects

### Maths: how big is your family? (Unit 1)

#### PB17. PROJECT

#### Make a family numbers poster.

- Materials: large sheets of paper or card, photos of the children's families, scissors, glue, pencils and colouring
- Tell pupils they are going to make a numbers poster of their own family. They can either draw their family, or use photos. Give out the large sheets of paper or card and the glue and coloured pencils. Ask them to stick the photos or draw the different people in their family and label the member of their family.
- Ask pupils to write number facts about their family. Encourage them to use the facts about Sofia's family on page 16 in the Pupil's book to help them.
- When they have finished, pupils get into pairs and they present their posters to their partner. Then, put their posters on the wall and encourage them to go around and look at each other's posters.

### Geography: how are our houses unique? (Unit 2)

#### PB25. PROJECT

#### Design your dream bedroom.

- Materials: paper or card, scissors, glue, coloured pencils or paint, notes from Activity book page 24, activity 2
- Remind students of the homes and features on page 24 of the Pupil's book. Brainstorm other possible features, such as a slide, a swimming pool or tunnels. Encourage students to be as creative as possible, and help with unfamiliar vocabulary. Make notes of students' ideas on the board.
- Tell pupils they are going to imagine their dream bedroom, design it and write a description.
- Give out the paper or card, scissors, glue and coloured pencils. Pupils will design their dream bedroom and write a description of it. Remind pupils to use their notes from page 24 of the Activity book to help them.
- Display the finished dream bedrooms in the classroom and encourage pupils to look at each other's work.

### Science: what do astronauts do in space? (Unit 3)

#### PB35. PROJECT

#### Role-play an interview with an astronaut.

- Materials: a phone or recording device, notes from Pupil's book, page 35, activity 6, notebook
- Tell pupils they are going to prepare for an interview with an astronaut. Ask them to think of the types of question they would like to ask and use their questions from Pupil's book page 35 to help them.
- When they have a list of questions, ask pupils to get into groups of three – one person will be the interviewer,

one will be the astronaut and one will be the camera person. Then they will swap so that each pupil does all three roles.

- In their groups of three, decide who will be the interviewer, astronaut and camera person first and set up a filming area – if possible, pupils can use the space mural that they created at the beginning of the lesson.
- Then the pupil who is the 'interviewer', will use the questions they have prepared to interview the pupil who is the 'astronaut'. Remind them to think of answers that an astronaut would give. The camera person will film the interview.
- Then the roles change and the interviewer becomes the camera person, the camera person becomes the astronaut and the astronaut becomes the camera person. Repeat until all pupils have played all the roles.

### Geography: where do we go shopping? (Unit 4)

#### PB43. PROJECT

#### Role-play a conversation at your shop.

- Materials: paper money, or pretend money, tables, paper and coloured pencils, realia of items for pupils to 'sell' at the shops if available, Pupil's book page 43, activity 6, Activity book, page 42, activity 3
- Put pupils into groups of four and tell them that each group is going to make an imaginary shop and then sell items in their shop. Ask them to talk about what kind of shop they would like, and what they would like to sell. Ask pupils to look at Pupil's book page 43, activity 6.
- When pupils have decided what to sell, they will make a sign and write an advert for their shop – ask Pupils to look at Activity book, page 42, activity 3.
- Tell pupils that they are now ready to prepare and open their 'shop'. They can either use real items (realia), or draw and cut out the items to sell in the shop. Pupils should also make some paper money – decide on an amount that each pupil can have and they all make the same amount of money. Include notes and coins.
- Review expressions for customers and sales assistants, e.g. 'Can I help you?' 'That's £15', 'Excuse me. I'm looking for...' Write them on the board.
- Pupils split into two large groups and role-play buying and selling at the shops they have created – one half will be the 'shop owners', selling items at the 'shops' they have created, and the others will go to the different 'shops' and use their paper money to 'buy' different items. The pupils that are the 'shoppers' can move from shop to shop buying different things from different shops. Then the groups switch around and the pupils that were buying, now sell from their shop and those that were selling now buy.
- Make sure that the pupils are using English in their conversations.

## Kid's Box World (CLIL) Projects

### Science: what remedies do we use? (unit 5)

#### PB53. PROJECT

#### Make a class book of remedies.

- Materials: white paper, scissors, glue, coloured pencils, magazines, Pupil's book, page 53, activity
- Tell pupils they are going to make a class book of remedies. Put them into groups of three.
- Each group will choose one of the illnesses from the table in Pupil's book activity 6 and make a page about that illness and the remedies for it, to go in the class book. Pupils work in small groups using drawings and magazine cut outs to illustrate the illness and remedies. Tell them to write the name of the problem and suggest two remedies for it.
- When they are finished, collect the pages from each group and staple them together to make a book. The pupils can then design and draw a cover, contents page and index for their class book.

### Geography: why do we live in different places? (unit 6)

#### PB61. PROJECT

#### Do an interview on life in the city or the countryside.

- Materials: a phone or recording device, notes from Pupil's book, page 61, activity 6, notebook
- Tell pupils they are going to prepare to interview someone about life in the city or in the countryside. Encourage them to choose a person from a different place. They can choose a family member, a friend, but it has to be someone who speaks English!
- Brainstorm questions and write them on the board, e.g. *Do you work on a farm? Is there a lot of traffic?* Ask them to think of the types of question they would like to ask and use their notes from Pupil's book page 61 to help them.
- When they have a list of questions, ask pupils to arrange a time for the interview – it could be face to face, or online. The interviews should be done before the next class.
- At home, during the week, each pupil will interview someone using the questions they have prepared and record the interview.
- The following class, pupils will get into small groups and compare the result of their interviews – did they get the same answers to similar questions?
- **Optional follow up task:** pupils in their groups prepare a presentation about the results of their interviews.

### Science: how do animals stay safe? (unit 7)

#### PB71. PROJECT

#### Write a fact file for an imaginary animal.

- Materials: paper or card, scissors, glue, coloured pencils or paint, model text from Pupil's book page 71, notes from Activity book, page 70, activity 2
- Ask students to think about their imaginary animal and ask questions like, eg. *Does it have wings? How many eyes does it have?* Etc. Write ideas on the board and brainstorm adjectives that they could use to describe their imaginary animal.
- Look at the model text on page 71 of the Pupils book and then go to page 70 in the activity book and review the notes the pupils have made about their own imaginary animal.
- Help students use books, magazines and kids' websites to find pictures of animals that they can cut out or use to make their own imaginary animal. Draw or cut and glue images and stick them on the paper to illustrate the animal.

### Music: what does nature sound like: (unit 8)

#### PB79. PROJECT

#### Plan a musical event and make a poster.

- Materials: paper or card, scissors, glue, coloured pencils or paint, model text from Pupil's book page 79, notes from Activity book page 78
- Put pupils into small groups. Ask them to look at the different ideas for events that they wrote on page 78 in their activity books. Think about one musical event for the group. Ask questions like: *What is special about the event? What can people do there?*
- Ask pupils to decide a title for the event and details like a date, time and place for their event.
- Tell pupils to make a poster to advertise their event. Remind them to include key information. Encourage them to use large letters and bright colours.
- Display pupils' posters. Encourage pupils to mingle and identify the events in their classmates' posters.