

Мастер-класс:

«СДЛ-конструктор:
собираем свой урок из увиденного»»

Рефлексивный старт

Что вы унесли с урока?

- ✓ Кто удивился, как свободно дети говорили на сложные темы?
- ✓ Какое действие учителя помогло этому? (Назовите одно)
- ✓ Что из этого вы повторите завтра?
А что кажется сложным?



Систематизация

Упаковываем опыт в технологию: Scaffolding

Всё, что вы перечислили — не магия, а технология.

Scaffolding = временные опоры, которые позволяют ученику сделать то, что без них он сделать не может.

Шаг	Что делаем?	Вопрос себе
1. КОНТЕНТ	Берём тему из учебника (Culture, Across the curriculum)	Какой текст/тему беру?
2. МЫШЛЕНИЕ	Даём задание на мышление вместо пересказа	Что ученики будут делать головой?
3. ОПОРЫ	Добавляем слова и стартовые фразы	Как помогу им заговорить?
4. ОЦЕНКА	Хвалим по правилу ++	Как исправить ошибку мягко?

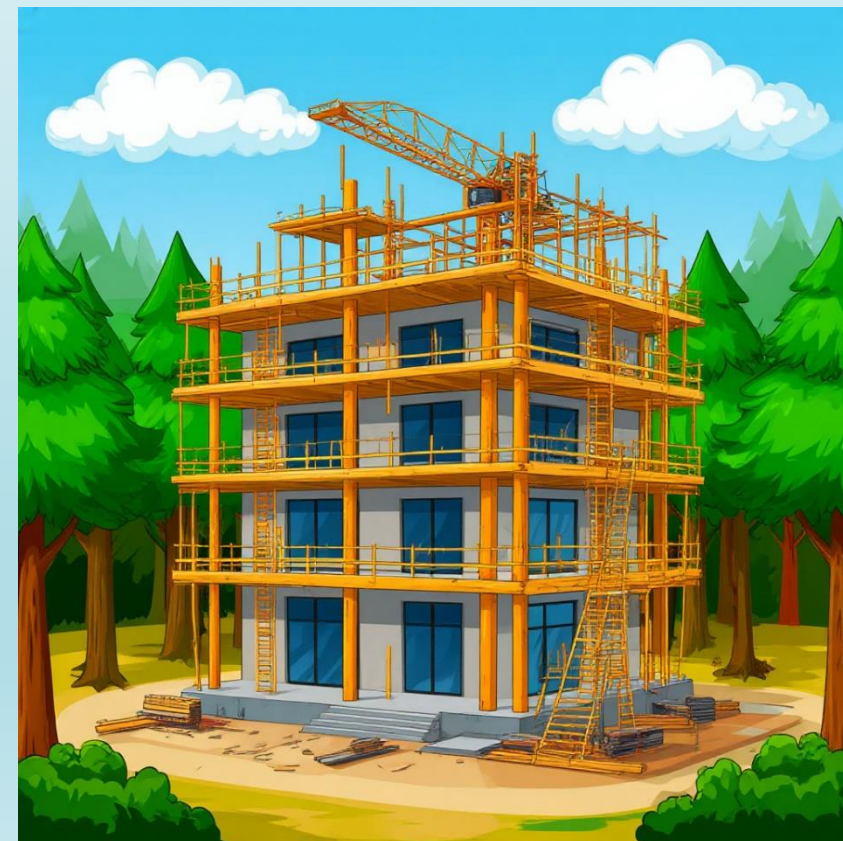


Таблица заданий

Вместо / Нужно: Меняем подход к тексту

✗ Традиционный подход	☑ CLIL-подход (задание на мышление)
Read and answer the questions	Find the cause and effect
Retell the text	Compare and contrast
Learn the words by heart	Categorize / Classify
Translate the text	Rank from most to least important
True / False	Prove your point using the text

Золотое правило CLIL:

Не спрашивай «Что там написано?», спрашивай «Что ты об этом думаешь?»

Практика «Здесь и сейчас»

Применяем шаблон к своему учебнику

3 минуты – работа в парах

Задание:

1. Откройте любой текст в вашем учебнике (Spotlight/Starlight, 7-8 класс).
2. Заполните 3 первых шага «Карты»:
 - o Какой текст берём? (тема)
 - o Какое задание на мышление дадим? (сравнить? найти причину?)
 - o Какие 3-4 стартовые фразы дадим слабым ученикам?

Делимся результатами!

The Food Chain



- Look at the graph. Which animal only eats plants (*herbivore*)? eats other animals (*carnivore*)? eats both plants and animals (*omnivore*)?

Reading & Listening

- Read the dictionary entry. How is it related to the diagram?

food chain: /fu: d tʃeɪn/ N-COUNT
usu sing. A series of living things which are linked to each other because each thing feeds on the next one in the series

- Read the text and complete the gaps (1-8) with the correct word. Listen and check. Explain the words in bold.
- Read again. Use the diagram to explain the food chain to your classmates.

Project (a diagram)

- Portfolio:** Make your own food chain. Draw a diagram and add pictures and labels. Present your food chain to the class.

What's a producer?

All energy originally comes from 1) sun. Green plants can't hunt or shop for food, so they simply use sunlight and water to make it. Green plants usually start food chains. They 2) called **producers**.

What's a consumer?

Animals such 3) grasshoppers get their energy from eating green plants like leaves. As they only eat plants, 4) are called **herbivores**. **Carnivores**, like lions or some birds, only eat meat. **Omnivores** eat plants and animals. Anything that eats another plant or animal to get energy is called a **consumer**.

What's a decomposer?

The food chain ends with dead animals that fungi and bacteria use as food. 5) organisms **break down** the complex organic **compounds** which then return to the soil so that plants can use 6) again. That's how the food chain starts **all over again**.

Why is the food chain important?

The food chain **provides** the energy that all living things need in order to **survive**. If 7) is a break in the link in the chain, then all organisms above this link are in danger of **extinction**. Imagine 8) world without plants. How would animals survive?

Clouds

- What do you know about clouds? What do you expect to learn from the text? Read and check.

- Read again and complete the gaps 1-12 with the correct word. Compare answers with a partner.

- Answer the questions.

- How do clouds form? Place the notes in order:
 - The air rises and cools.
 - The sun heats the oceans.
 - The water vapour changes into droplets which join together.
 - The droplets become heavy and fall as rain.
 - Currents of warm air and invisible water vapour are formed.
- How are clouds both vital and terrifying?
- What could new technology enable us to do? Do you think this is a good idea?

- Match the words/phrases in bold to their synonyms below.

• weak • join together • huge • terrible
• very full • contents • shining brightly and hotly • things sth can do • very bright • increases gradually • lowest part • very important • being discussed • giving money to

- Read and listen to the text. What did you learn from the text? What else would you like to know about the topic?

The clouds you see in the sky are by 0) no means just pretty decorations. They play a **vital** part in maintaining life on Earth and are responsible for some of the 1) terrifying acts of natural destruction.

Clouds form 2) the same reason that mist appears on a cold metal spoon when you breathe on it. Tiny droplets of water form where the air cools, because cold air cannot hold as much water vapour 3) warm air. In the Earth's water cycle, the heat from the sun **beating down** on the oceans creates currents of warm air **loaded** with invisible water vapour. As the air rises, it 4) cools, and so the vapour forms millions of droplets around pieces of atmospheric dust. When droplets join together, they eventually become heavy enough to fall back to the ground 5) life-giving rain.

Clouds may look **fragile**, 6) they are actually one of nature's giants. A typical cloud holds millions of tonnes of water. **Disastrous** flooding can result when **huge** clouds release their load. 7) of their most dangerous **capabilities** is the thunderstorm. If you have ever rubbed your bare feet across a carpet and then touched a metal door handle, you may 8) felt an electric shock. Lightning occurs in much the 9) way, but on a **gigantic** scale. As water particles rub **against** each other, a negative charge builds up at the base of the storm cloud. When enough charge **builds up**, it is released in a **dazzling** flash of electricity connecting the cloud to the ground. The energy released in a thunderstorm would be 10) to power every home in the USA for a whole day!

Attempts have recently been made to bring these giants under our 11) Using a technology called 'cloud seeding', aeroplanes spray clouds with a substance that encourages the droplets to **combine** and fall as rain. Although the results are still under **debate**, countries including Australia, China and the USA are all **investing** in research. So, maybe one day we will be able to have a party and order not 12) the food and drink, but clear skies as well!

Project!

ICT In pairs collect information about clouds. Present it to the class. You can visit this website: <http://www.wizkids.com/cloud/htm>

Финальный аккорд Технология в кармане

Ваш готовый инструмент — в один клик!

 Наведите камеру на QR-код

Карта CLIL-урока (4 шага):

Контент — текст из учебника

Мышление — задание: сравнить / найти причину / доказать

Опоры — слова + стартовые фразы

Оценка — правило «+ - +»

Спасибо за работу!



Карта CLIL урока

ШАГ 1. КОНТЕНТ (Content)

Что берем? Текст из *Culture Corner* или *Across the Curriculum (Spotlight/Starlight)*.

Вопрос себе:
Какие факты/термины должны усвоить ученики?

ШАГ 2. МЫШЛЕНИЕ (Cognition)

Что делаем с текстом? (Выбрать одно):

- ◆ Сравниваем
- ◆ Ищем причину и следствие
- ◆ Классифицируем
- ◆ Ранжируем

Вместо "Read and answer"

ШАГ 3. ЯЗЫКОВЫЕ ОПОРЫ (Scaffolding)

Word Bank (слова по теме) + Sentence Starters
(начала фраз)

Пример для сравнения:

"... is similar to...", "However, in Russia..."

ШАГ 4. ОЦЕНИВАНИЕ (Feedback)

Правило "+ - +":

- Похвала за идею ("Great point!")
- Мягкое исправление ("Just say...")
- Мотивация ("Excellent!")