### CLIL SUPPLEMENTAL GUIDE FOR LOWER PRIMARY SCHOOLS IN TRINIDAD AND TOBAGO (5 – 9 years old) 2021 DRAFT







#### **Draft edition:**

## CLIL SUPPLEMENTAL GUIDE FOR LOWER PRIMARY SCHOOLS IN TRINIDAD AND TOBAGO

(5 - 9 years old)

2021

**DRAFT** 

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#### **List of Terms Used in CLIL Supplemental Guide**

AMMR Archdiocesan Ministry for Migrants and Refugees

CEBM Catholic Education Board of Management

CCSJ Catholic Commission for Social Justice

CLIL Content and Language Integrated Learning

CSE Caribbean Standard English

DMLL Department of Modern Languages and Linguistics

ELA English Language Arts

ESL English as a Second Language

GORTT Government of the Republic of Trinidad and Tobago

L1, L2, L3 First Language, Second Language, Third Language

LWC Living Water Community

MOE Ministry of Education

NPSC National Primary School Curriculum

RC Roman Catholic

SE Standard English

TESOL Teaching English to Speakers of Other Languages

UNHCR United Nations High Commissioner for Refugees

UNICEF United Nations International Children's Emergency Fund

UTT University of Trinidad and Tobago

UWI The University of the West Indies

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#### **Draft Guide Development Process**

Preparation for the creation of this draft of the *Content and Language Integrated Learning* (CLIL) *Supplemental Guide for Lower Primary Schools in Trinidad and Tobago* began in October 2020<sup>1</sup> when the Catholic Education Board of Management (CEBM) and UNICEF representatives approached Mr Romulo Guedez-Fernandez of The University of the West Indies to collaborate on the training of teachers.

A series of discussions on how to assist primary teachers with English as Second Language (ESL) training as the CEBM had taken the initiative of allowing migrant children to attend classes at RC primary schools in Trinidad and Tobago along with local children in the mainstream classroom. In January 2021 when the CEBM and UNICEF representatives approached The University of the West Indies (UWI) - Department of Modern Languages and Linguistics to requesting provision of ESL training of teachers and the creating of support materials, in anticipation of an intake of migrant children who would be integrated into mainstream primary classrooms. Mr Guedez then organised a team of language specialists trained in TESOL, linguistics, curriculum development and education from The UWI and the University of Trinidad and Tobago (UTT) to participate in this project.

In February 2021, the team submitted to the CEBM a Proposal for the development of an ESL resource to the NPS Curriculum along with the "ESL Train-the-Trainer" workshop to teachers in RC Primary Schools. In addition to participating in teacher training, the team also engaged in the creation of this supplemental guide to the National Primary School Curriculum (Infant 1 - Standard 2), utilizing the Content and Language Integrated Learning (CLIL) approach as the core approach for integrating content and second language teaching for the clients of this guide. A translanguage approach to literacy development (including cultural literacy), is also a major foundation of the content of this guide as can be seen in each "Spanish Literacy" section.

ESL and CLIL Train-the-Trainer Workshops were conducted during the period June 12, 2021 to August 24, 2021 with approximately ninety-three educators from approximately 50 Roman Catholic primary schools across Trinidad and Tobago. The topics covered there included: Approaches and Methods to Teaching English as Second Language (ESL) to Young Learners, introduction to the Content and Language Integrated Learning (CLIL) approach; knowledge of planning CLIL lessons; selecting, adapting, supplementing, and

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<sup>&</sup>lt;sup>1</sup> Catholic News, October 25, 2020, page 5.

using learning materials in CLIL; assessment in CLIL and the role of assessment in learning. The team also introduced this draft of the CLIL Supplemental Guide for Lower Primary Schools in Trinidad and Tobago to the participants.

This Supplemental Guide will be piloted from September to December 2021 at some RC primary schools. Following this, educators and conceptualizers will meet again and conduct a second evaluation.

It is our sincere hope that educators will be sufficiently supported in their professional practice by using this guide and that the main clients of this supplemental guide, both Trinbagonian and migrant children, will have equitable opportunities for quality education in Trinidad and Tobago.

Nicha Selvon-Ramkissoon (PhD), Aarti Persad (MA) & Romulo Guedez-Fernandez (MA) September 27, 2021

# Section 1 Rationale for the CLIL Supplemental Guide for Lower Primary Schools in Trinidad and Tobago

#### 1.1 The Language Education System of Trinidad and Tobago

The official language of education in Trinidad and Tobago is English, otherwise referred to in education documents as Standard English (SE)<sup>2</sup>. The vernaculars of both islands are Creoles with an English lexicon base, which reflect influences from the languages of First Peoples, Europeans, West Africans and Indians, whose descendants make up the milieu of the current population. The teaching of English was used in colonial times to prepare students to function as "good colonials", prompting the adage, "school was English and English was the school" (London, 2003, p.287). This colonizer-colonized relationship with English has had many implications for pervasive language attitudes and discourses about language policies. A number of Caribbean linguists however have reported on the shifting linguistic attitudes of Trinbagonians, from total disdain towards the "corrupt" Creoles spoken by (supposedly) an uneducated lower class, to the embracing of Creole as their "own roots" language, a tangible indicator of their local culture and lived experiences (Migge, 2010; Mühleisen 2002; Rickford 1985).

Of course, Caribbean linguists and other educators have been encouraging policy makers to acknowledge the cultural relevance of the islands' Creoles, and to accommodate these vernaculars as resources in teaching the standard dialect since the mid-twentieth century, but "Standard English" still held a privileged place in public education (Carrington, 1976; Craig, 1976/1999; Roberts, 1988; Robertson, 1996; Simmons-Mc Donald, 1996). The central argument for use of the islands' Creoles in education is consistent with the research in second dialect/language learning:

The use of the vernacular should take the form of procedures for the maximum possible development of language awareness among learners, which would be consistent with the now widely recognised fact that language learners can benefit significantly from the development of an implicit as well as explicit awareness of their own language as well as the targeted second language (Craig, 112).

The recent editions of the National Primary School Curriculum are arguably aligned to these core principles. The latest curriculum guides recognise both Creole and Standard varieties of English and note that "the language children bring to the classroom - their first language, is a tool for building their awareness of the target language" (NPSC, 11). It encourages teachers to respect students' linguistic experiences and to foster positive language attitudes towards all linguistic codes on the islands.

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<sup>&</sup>lt;sup>2</sup> This label though is problematic: there are many "standard" varieties of English which do not account for "an exonormative standard [that] still lingers on while awareness of endonormative standards is gaining ground" (Deuber, 2013).

# 1.2 CLIL as an approach for public primary schools in Trinidad and Tobago

Of the approximately four hundred and eighty-three (483) primary schools servicing five to eleven/twelve-year-old children, approximately one hundred eighteen are run by the Catholic Education Board of Management (CEBM). Approximately 93 primary teachers participated in the ESL-CLIL Train-the-Trainer workshop and some teachers have expressed interest in using the Content and Language Integrated Learning (CLIL) as a way to developing language awareness among young learners.

Research has identified as crucial for teachers to successfully implement the CLIL approach three factors: (1) a CLIL curriculum or a local curriculum that is aligned with the CLIL approach, (2) the provision of CLIL teacher training, and (3) team collaboration among content teachers and language specialists (San Isidro and Lasagabaster, 2020, Rutgers et al, 2020). McDougald and Pissarello (2020) found the need for CLIL training for teachers when implementing the CLIL approach in Latin America in primary schools. In their study they identified lesson planning as the area in which teacher-participants struggled most with. As teachers are to produce lesson plans that are aligned with the cognitive demands specified in the curriculum, McDougald and Pissarello found that these teachers needed not only team collaboration, but also mentoring support and additional time to plan these lessons. Other studies have also highlighted the importance of investment in teacher professional development and specialised CLIL training (Wewer, 2020).

San Isidro and Lasagabaster (2020) reported on the core methodological components and procedures of a 2-year CLIL secondary education project in which they transitioned from CLIL curriculum planning to implementation. Reflecting on their experience drawn from a longitudinal case study in Spain, in a community where two official languages are spoken, Isidro and Lasagabaster (2020) emphasised the importance of content teacher and language specialist collaboration in co-constructing the CLIL curriculum. They pointed out this collaboration was one of the key factors not only to meet the requirements of the local curriculum, but also to integrate subject-related content, cognitive skills, language needed and intercultural awareness in the lesson. On the other hand, McDougald and Pissarello's (2020) research also emphasised the need for the development of contextualised resources and teaching materials.

As an approach and philosophy, CLIL is content driven and centred around teaching content in the second language (L2) while simultaneously learning the L2. This communicative approach in which language is used as a medium to learn content has been around for over forty years and paraphrasing Mohan (1986), the content classroom provides a context for communication about subject-related content in which we learn language through using language. Mohan suggested an approach in which the teaching of both language and content is fully integrated. The concepts of comprehensible input (Krashen, 1982) and authenticity of content and tasks (Pinner,

2013, 2019) are also important underpinnings of CLIL as it refers to children learning in the mainstream primary school context. As students "construct" the grammatical and phonological patterns of the L2 from the input they get in every subject area, they mimic their previous unconscious construction of their first language (L1) patterns. Since they are also "learning by doing", this further allows them to grasp concrete and abstract concepts in each subject area (Marsh, 2002).

CLIL approaches align with seminal theories of L2 acquisition. Piaget focused on the role of the physical environment and stimuli therein in the stages of development that children invariably experience. CLIL is premised on "doing", "constructing" and "hands on learning" which all rely on students and teachers manipulating their physical space and resources within. Vygotsky saw learning as a tool for thinking and recognised a "more knowledgeable other" as a catalyst in a learner's "zone of proximal development", i.e., the difference between what s/he can accomplish alone or with help from someone more skilled. Bruner built on Vygotsky's social interactionist view of learning by positing that "scaffolding" (completing small manageable steps in a task to reach a set goal), is best accomplished by helpful, structured interaction between an adult and a child. Similarly, CLIL promotes collaborative task-based learning, scaffolding and thinking critically about tasks. Research has shown that CLIL is one of the most authentic ways of learning subject-related content through an additional language (Hood 2020; Hood and Tobutt, 2015; Tobutt and Hood, 2019).

Key principles of CLIL methodology centre around two main premises: (1) students do not enter the classroom "tabula rasa" and (2) an inductive approach to teaching is more effective than the deductive approach. CLIL acknowledges the range of learners' pre-existing knowledge, skills and experiences. It utilizes a constructivist approach to build on what students already know, scaffolding ideas in small chunks in order to meet educational goals. The inductive approach is a learner-centred approach that allows learners to discover for themselves through experimentation and other processes to draw out conclusions and conceptualizations as opposed to the learning of facts and rules by rote. Finally, CLIL operates within a conceptual framework that connects Content, Communication, Cognition, Competence and Community/Culture/Citizenship (the 5Cs framework).

Assessment in CLIL tends to be formative assessment or assessment *for* learning in combination with assessment *through* learning which typically occurs within the lesson itself provides evidence of learners' mastery of both content and language and opportunities for the teacher to provide positive feedback and encourage learners to achieve. Summative assessment, also referred to as assessment *of* learning, along with formative assessment should be integrated and aligned with the curriculum, the teaching of content, language-related goals, lower and higher order cognitive skills, community/culture/citizenship, competence and focused on the learning process.

Wewer (2020) reported on the challenges to assessment in CLIL because of the lack of a local CLIL curriculum they recommended that curriculum designers write academic language

objectives, CEFR - Can Do descriptors for the basic academic language functions that are aligned with the subject areas of the national curriculum. The Common European Framework of Reference for Languages (CEFR) can be a useful reference to align language-related objectives, teaching and assessment (Council of Europe, 2001). The type of assessment that focuses on the learning process by using formative assessment can be referred to as learning-oriented assessment (Turner and Purpura, 2016). In the context of learning content through a second language in the mainstream classroom the implementation of learning-oriented assessment seems to be the best approach to encouraging learning and increasing learners' motivation, developing autonomous learning skills.

The foundational theoretical premises for CLIL are not unfamiliar to Trinbagonian educators. The NPSC is also built on the concepts of scaffolding, differentiation, discovery learning and an inductive approach to language learning. CLIL thus seems to be a natural fit with the NPSC given their similar foundations, processes and goals.

There are a number of reports on the benefits, challenges, and both successful and mixed outcomes of the implementation of the CLIL approach in Europe and different countries (Paran, 2013; Bruton, 2019). For instance, Asia (Ito, 2018; Tsuchiya and Murillo, 2019; Yang, 2015), Australia (Cross and Gearon, 2013; Smala, 2012; Turner, 2013), Middle East (Riddlebarger, 2013) and, Latin America (Banegas, 2021; Pimentel Siqueira, Landau, and Parana, 2018; Rodas and Santillan, 2018; Torres-Rincon and Cuesta-Medina, 2019), but scarce published research in the Caribbean context has been identified.

#### 1.3 Integration of local and migrant students at public primary schools

In 2018, the UNHCR identified 75 million people worldwide as "persons of concern," including displaced migrants and refugees. According to ACAPS, in 2019 there were 60,000 Venezuelan migrants in Trinidad and Tobago with only a third of that number being registered with the UNHCR. The *National Child Policy of Trinidad and Tobago* (2019), acknowledges the large migrant and refugee population and notes that "pending legislative reform, [migrant] children in this context are unable to access public education unless a student permit is obtained, which is normally contingent on their parents obtaining work permits." In June 2018, Archbishop Jason Gordon launched the *Archdiocesan Ministry for Migrants and Refugees* (AMMR) which is led by the *Catholic Commission for Social Justice* (CCSJ). In creating the AMMR Archbishop Gordon "calls on the nation [...] to commit to stand in solidarity with migrants and refugees and to promote their human rights"<sup>3</sup>. In 2019 the Government of the Republic of Trinidad and Tobago

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<sup>&</sup>lt;sup>3</sup> Catholic TT, June 23, 2018. What you need know: Archdiocesan Ministry for Migrants and Refugees. https://catholictt.org/2018/06/23/archdiocesan-ministry-for-migrants-and-refugees-launched/

(GORTT) granted permission for Venezuelan migrant children to enter public schools run by the Roman Catholic church<sup>4</sup>.

The Equal Place initiative, created in September 2019, aims to provide for the educational needs of migrant and refugee children. This initiative is implemented through a partnership of the United Nations International Children's Emergency Fund (UNICEF), the United Nations Refugee Agency (UNHCR), the Living Water Community (LWC), and the Trinidad and Tobago-Venezuela Solidarity Network (TTVSOLNET). As UNICEF reported, "the Equal Place initiative offers a blended learning environment of online and face-to-face interactions with facilitators of primary and secondary education within the UNICEF-supported Child-Friendly Spaces"<sup>5</sup>, and currently serves the educational needs of over 1,000 migrant children ages 5-17<sup>6</sup>.

The integration of migrant children in Catholic public schools is a positive move forward since "the sooner students can engage in mainstream education systems the more likely they are to be able to integrate into mainstream society and establish new bonds of affiliation" (UNICEF 2020). Migrant students will thus have to become competent in both the standard and Creole varieties of English used in the schools and communities for successful integration into Trinbagonian society. This integration of course can have a two-way benefit: local students will have an enriched school experience in a system that promotes linguistic diversity and that celebrates multiculturalism. CLIL as a content/language integration approach can serve primary school students who speak an English-lexicon Creole as well as those who speak Spanish. This efficacy makes CLIL a desirable approach for teachers to undertake in Trinbagonian classrooms.

#### 1.4 First language retention and Translanguage Pedagogy

There is overwhelming evidence that learners who have a strong foundation in their first language are able to acquire a second language (L2) more easily, both in speaking and reading, since the language and cognition in the second language build on the first language.

 $\underline{19\%20on\%20migrant\%20children\%20in\%20Trinidad\%20and\%20Tobago.pdf}$ 

<sup>&</sup>lt;sup>4</sup> Office of the Prime Minister – Republic of Trinidad and Tobago. Venezuelan Registration Policy Gets Green Light. https://www.opm.gov.tt/venezuelan-registration-policy-gets-green-light/.

*Trinidad & Tobago Guardian*, March 11, 2019. Catholic Church to provide schools for migrant children. <a href="https://www.guardian.co.tt/news/catholic-church-to-provide-schools-for-migrant-children-6.2.798954.490e0f33e6">https://www.guardian.co.tt/news/catholic-church-to-provide-schools-for-migrant-children-6.2.798954.490e0f33e6</a> *Trinidad & Tobago Guardian*, December 3, 2020. Education of migrant children hangs in the balance. <a href="https://www.guardian.co.tt/news/education-of-migrant-children-hangs-in-the-balance-6.2.1258340.2b4b7e57f4">https://www.guardian.co.tt/news/education-of-migrant-children-hangs-in-the-balance-6.2.1258340.2b4b7e57f4</a>

<sup>&</sup>lt;sup>5</sup> UNICEF. The Impact of COVID-19 on Migrant Children in Trinidad and Tobago. July 2020. https://www.unicef.org/easterncaribbean/media/2096/file/Impact%20of%20COVID-

<sup>&</sup>lt;sup>6</sup> Newsday, 2021; <a href="https://newsday.co.tt/2021/01/20/equal-place-prepares-1000-migrant-students-for-catholic-school/">https://newsday.co.tt/2021/01/20/equal-place-prepares-1000-migrant-students-for-catholic-school/</a>. CatholicTT, January 2021, Education as a human right <a href="https://catholictt.org/2021/01/19/education-as-a-human-right/">https://catholictt.org/2021/01/19/education-as-a-human-right/</a>

(Cummings, 2007; Kajee, 2011; Kern & Schultz, 2005). Thus, children's first language is a useful tool for acquiring/learning a second language and new academic knowledge and skills in meaningful contexts. Additionally, "insufficient support for home languages deprives children of the recognized educational, social, and affective advantages associated with bilingualism and can hinder intergenerational cohesion within families and communities" (Eisenchlas et al, 2013). For both Trinbagonian and migrant children, "research on bilingual as well as on vernacular education provides ample support for the view that the use of the learner's native language can be helpful to and not disadvantageous for the learner" (Simmons-McDonald, 2006 121). For migrant children the Spanish-literacy section of this guide is premised on the fact that "development of biliteracy requires the most significant and urgent degree of attention for all migrant and minority students..." (Jhingran, 2019). The long-term learning outcome is for students to scaffold from "learning to read in two languages to *learning through reading* in two languages" (UNICEF 2020).

The principles discussed above are in keeping with current research and practices in the emergent field of ethical education for refugee, migrant and internally displaced children. Although CLIL is an approach designed to make ESL learning more authentic, it is not meant to be enacted at the expense of L1 literacy. In fact, in the sample unit and lesson plans that follow, the students' L1 is accommodated in learning activities even as there is content learning in the L2. This follows the philosophy of a *translanguage pedagogy* where bilingual learners are encouraged in the act of "accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (García et al, 2016). By using every linguistic feature available to them, Creole and Spanish speaking children are not just working towards learning English, but they are also being encouraged to approach content learning with everything they have. They are using "their whole knowledge base and comfortably expressing their whole selves" (Farrell, n.d.). It is important to note that translanguaging is a natural part of being bilingual, thus trying to create a solely monolingual immersion classroom is both unnatural and counterproductive.

#### 1.5 CLIL Guide as supplement to the NPSC

This *CLIL Supplemental Guide* follows the NPSC in its integrated, thematic format as well as its cross-curricular development in literacy and numeracy using the CLIL approach. The integrated format ensures that similar vocabulary is used across subject areas for reinforcement and constructivist learning. The nine subjects outlined in the NPSC provide the content areas for this guide, except that "ELA" will be taught from an ESL approach (albeit with some overlap with the NPSC), and "Spanish" will be further specified as "Spanish Literacy" and will be scheduled every

day on the timetable. Students will engage in activities that develop literacy, which includes numeracy, and Spanish cultural literacy.

This CLIL Supplemental Guide for Lower Primary Schools was designed to assist teachers at the Roman Catholic primary schools to integrate the NPSC content with the 5Cs of CLIL in order to create a rich and diverse linguistic space, where learning will be authentic and engaging. The CLIL Supplemental Guide can be helpful for teachers of either only local children or local and migrant children.

Section 2
CLIL & NPSC
Spanish Literacy
(Term 1: Infant 1- Std. 2)

#### 2.1- Infant 1: Term 1 (5-6 yrs.) CLIL Approach (5Cs)

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1- 2.2.2	EFL/NPSC	NPSC 1.1.1-2.1.3	NPSC 1.1.1-5.1.	NPSC 1.1.1 & 7.1.1	NPSC 1.1.1-4.1.3	NPSC 1.1.1-2.1.3	NPSC 1.1.1-2.1.3
CONTENT	Identification of plants associated with agriculture. Fruits, vegetables, grains, etc.	Simple introduction (My name is) Simple greetings (Good morning/Afterno on, goodbye, etc.) Body language & maintaining eye contact when speaking.	Count from 1-10 forward and backward.  Identify numbers on dollars and coins.	Identify and name primary colours on the colour wheel.	Label parts of the body (face details, head, shoulders, knees, toes, limbs, etc.).	Identify and name family members and family relation-ships. Pets.  Create a scrapbook.	Be aware of space and body movements. (zig-zag, up and down, forward, backward, etc.).	Basic manners (greetings, excuse me, thank you, miss, sir, etc.)  Classroom commands (hands up, out, etc.).
COGNITION	-identify popular fruits -identify popular vegetables	-know which common greetings suit time and place.	-identify numbers 1 – 10 -count shapes or coins -count fruits, etc.	-describe the colour/ shape of fruits or vegetables	-identify parts of the body	-identify family members -Create a scrapbook	-spatial awareness	-know basic classroom greetings and commands
COMMUNICATION (LANGUAGE)	-name popular fruits and vegetables	-say common greetings with correct pronunciation and eye contact	-name numerals 1-10 -name coins and dollars	-name primary colours	-name parts of the body possessives "my" "your" head, etc.	-name family members by relationship (mother, brother, etc.)	-understand spatial directions/ prepositions: up, down, etc. -imperatives	-reinforce greetings from ELA and classroom imperatives
COMMUNITY / CULTURE	-names of local fruits and vegetables	-greetings in Trini and English	-familiarity with local money	-favourite colours among students	-appreciate we are all similar in many ways	-creation of scrapbook for familial connection	-movement done to local music	Familiarity with local classroom language
COMPETENCE (Can-do statements)	-can say the names fruits and vegetables	-can greet my friends and teachers all through the day	-can count to 10	-can name 4 colours -can name 3 shapes	-can name (how many) body parts	-can give the names of family members	-can follow movement instructions in P.E.	-can follow classroom instructions

Infant 1: Term 1 (5-6 yrs.) CLIL Approach (5Cs) – cont'd

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1- 2.2.2	EFL/NPSC	NPSC 1.1.1-2.1.3	NPSC 1.1.1-5.1.	NPSC 1.1.1 & 7.1.1	NPSC 1.1.1-4.1.3	NPSC 1.1.1-2.1.3	NPSC 1.1.1-2.1.3
CONTENT	Identification of animals associated with agriculture.	Alphabet letter and sound recognition. Relate grapheme (letter) to first phoneme (sound) in plant and animal names.	Recognise number patterns 1-10 using concrete and pictorial modes e.g. pictures of plants and animals.	Become aware of space around and use space to walk, jump, hop, etc., using space and parts of the body.	Associate body parts with the five senses.	How we are different and alike.  How to show love to friends and family even if we are different.	Move body weight to walk, jump, hop, etc. E.g., like animals.	Being a good friend.
COGNITION	-identify popular animals	-match Roman alphabet graphemes to English phonemes	-match concrete items to numeral representations	-develop spatial awareness	-associate body parts with the five senses	-note surface differences and similarities among people	- awareness of potential and limitations of movement	-awareness of responsible behaviour
COMMUNICATION (LANGUAGE)	-name popular animals	-connect graphemes with English phonemes	-reinforce animal names while matching numerals 1-10	-reinforce spatial directions/ prepositions: up, down, etc. -imperatives including hop, jump, etc.	-body parts reinforcement - new vocab associations: eyes/sight/see, ear/hear/sound, hands/feel/touch, etc.	-reinforce familial vocabulary - vocabulary for parts of body to show similarity and difference	-reinforce spatial directions/ prepositions: up, down etc. -imperatives including hop, jump, etc.	-vocabulary associated with empathy and kindness
COMMUNITY / CULTURE	-name local animals	-become familiar with T&T Standard English phonology	-familiarity with local animals	-can do movements to local music	-body parts reinforcement	-awareness that we are all similar and different in many ways in spite of where we come from	-can do movements to local music	-develop empathy and kindness among friends and classmates
COMPETENCE (Can-do statements)	-can name local animals	-can say the entire alphabet	-can match objects and numerals 1-10	-can jump, hop, etc.	-can match body parts with five senses	-can say how we are different (and alike)	-can jump, hop, etc.	-can be a good friend

Infant 1: Term 1 (5-6 yrs.) CLIL Approach (5Cs) – cont'd

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1- 2.2.2	EFL/NPSC	NPSC 1.1.1-2.1.3	NPSC 1.1.1-5.1.	NPSC 1.1.1 & 7.1.1	NPSC 1.1.1-4.1.3	NPSC 1.1.1-2.1.3	NPSC 1.1.1-2.1.3
CONTENT	Classification of plants and animals: what we can eat; what we cannot eat.	Nursery Rhymes/Stories, especially with animals. Preparing for writing (holding a pencil, colouring, shading, etc. single letters)	Using mental and pictorial modes (no symbols) to show addition and subtraction.	Identify and name 4 basic shapes.  Make a collage of different shapes and colours (e.g. for Christmas).	Force: Push and pull using basic shapes.	State address of home and school.	Throwing and catching.	Ways to show respect to people and kindness to animals.
COGNITION	-linking classifying to grouping, separating, etc.	-rote learn poems and nursery rhymes	-understanding inverse operations	-reinforce properties of shapes and colours	-understanding the connection between force and movement	-rote learn details of home and school address	-creating muscle memory for throwing and catching	-create awareness of animal cruelty and why it is important to be kind to animals
COMMUNICATION (LANGUAGE)	-vocabulary: classify, can eat, cannot eat	-sing/say poems and nursery rhymes	-vocabulary: add/addition; - take away/subtract/ subtraction	-reinforce vocabulary related to colour and shapes	-vocabulary: push, pull, towards, away from, etc.	-vocabulary: street, road, trace, number, etc.	-vocabulary: throw, catch, high, low, etc.	-animal cruelty, kindness, -imperatives: do & don't
COMMUNITY / CULTURE	- local eating habits	-sing together with classmates	-use local fruits, animals as concrete objects to perform inverse operations	-shapes and colours in the community	-push and pull mechanics in the immediate (school) community	- developing a sense of being neighbours in a community	-pair throwing and catching, -playing together in a safe and fair way	-importance of animals as pets, farm and non- domesticated animals in our communities.
COMPETENCE (Can-do statements)	-can classify plants and animals into can and cannot eat	-can say/sing nursery rhymes -can trace with a pencil	-can add and subtract	-can name shapes and colours	-can use force to push and pull objects away from and towards me	-can say my school and home address	-can throw and catch	-can be kind to animals by

#### Spanish Literacy

Infant 1: Term 1 (5-6 yrs.)

LITERACY	NUMERACY	CULTURE
Introduce themselves to others in Spanish. (Hola, soy; Hola, me llamo)	Count from 1-10 in Spanish. (¿Qué número es? uno, dos, tres, cuatro, cinco, seis siete, ocho, nueve, diez).	Discuss the origin of their names and those of others.  Identify numbers on Venezuelan dollars and coins.
0 15 15	Count from 1-10 forward and backward in Spanish.	
Greetings and Farewells:	Recognise number patterns 1-10 using concrete and pictorial modes e.g. pictures of plants and animals.	Other dialectal variations for greetings and farewells used in Venezuela and other Spanish speaking countries.
Say hello and goodbye in Spanish. (hola, adios).	modes e.g. pictures or plants and animals.	veriezuela and other Spanish speaking countries.
Say 'good morning'; 'good afternoon' and 'good night' in Spanish. (Buenos días, Buenas tardes, Buenas noches).		
Express basic courtesies (please, thank you) in Spanish (por favor, gracias).  Respond to compliments given in Spanish. (Excelente, Perfecto, Bien, Bien hecho). Say the words 'yes' and 'no' in Spanish.	Using mental and pictorial modes (no symbols) to show addition and subtraction.	Greet others in Spanish on special occasions.  1) Happy Birthday 2) Merry Christmas Spanish- 1) Feliz Cumpleaños 2) Feliz Navidad Other Venezuelan special occasions can be used.
Enquire about the well-being of others in Spanish. How are you? (¿Qué tal?) Respond in Spanish to questions about their well-being. Fine. (Bien) Not so well. (Mal).		Other dialectal variations about well-being used in Venezuela and other Spanish speaking countries.
Respond to basic classroom instructions given in Spanish. (Levántense, Siéntense, Atención Vamos a trabajar)		
Spanish alphabet letter and sound recognition.		
Nouns: gender of nouns with definite articles.  Name family members in Spanish  (papá, mamá, hermano, hermana, tío, tía, abuelo, abuela)  Identify self in Spanish as boy or girl. (Hola, soy niño/ Hola, soy		Venezuelan Nursery Rhymes/Stories about family members.
niña)		
Identify selected parts of the body in Spanish. (¿Qué parte del cuerpo es? Es los ojos, la nariz, la boca, la mano, el pie)		Head and Shoulders, knees and toes' song in Spanish.
Identify selected colours in Spanish. ¿Qué color es? Es (rojo, amarillo, azul, verde, negro, blanco, gris, marrón, color de naranja, morado, rosado)		Colour the Venezuelan National Flag.

#### 2.2- Infant 2: Term 1 (6-7 yrs.) CLIL Approach (5Cs)

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1- 2.1.1	EFL/NPSC	NPSC 1.1.1-1.1.6	NPSC 1.1.1- 7.1.1	NPSC 1.1.1 & 7.1.1	NPSC 1.1.1-4.2	NPSC 1.1.1- 4.2.1	NPSC 1.1.1
CONTENT	Steps in growing plants.  Sequencing in three pictures.	Use onset, rhyme and phonemes to spell words. Nursery rhymes. Describing words I am + noun I am + adj. I am + adv. Monitor reading.	Read and write number names 1-20.  One-one correspondence with objects even after rearranged.  Skip count in 2s & 5s to 20.	3D forms and shapes.	Differentiate between living and non-living things (e.g. plants and animals used in Agri. Science & VAPA; calendars, books, etc. used in Math & English).	The four cardinal points.  Describe location of school using cardinal points in relation to other buildings/objects Describe school and use additional vocab for location: near to, far from, etc.	Bearing and transferring weight: body movement skills and concepts.	Honesty: telling the truth, asking, not taking what is not yours, etc. Dishonesty: cheating, stealing, lying.
COGNITION	-ldentifying steps -recall and name each step -ordering of steps	-identify initial sounds/sound patterns -link sounds to nursery rhymes -apply describing words to sentences	-identify numbers 1 – 20 -count objects in sets -skip count in 2s and 5s	-identify forms and shapes -describe their properties	-identify characteristics living/non-living things -differentiate between living/non-living	-identify cardinal points  -Create sketch of classroom using cardinal points	-spatial awareness -respond using the body with basic movement skills	-differentiate between honesty/ dishonesty in given situational contexts
COMMUNICATION (LANGUAGE)	-name each step -state the position of each step using ordinal numbers	-sing/say nursery rhymes with emphasis on rhyming patters	-name numerals 1-20 -link nominal and ordinal numbers	-name 3D shapes	-state the characteristics of living/non-living things -link characteristics to everyday things	-describe position of places using cardinal points -state location of places/things using additional vocab	-understand and respond with body movements -imperatives	-ask/respond to situations in the a given context -communicate opinions truthfully
COMMUNITY / CULTURE	-names of common crops like patchoi, lettuce, etc.	-familiarity with local nursery rhymes/songs	-familiarity with local money	-find 3D forms/shapes in the classroom and/or home	-appreciate all living things as similar yet different	-creation of drawing of classroom	-movement done to local music	Familiarity with local classroom language
COMPETENCE (Can-do statements)	-can say the names of each step of planting	-can say/sing nursery rhymes with emphasis on rhyming patters -self-monitors reading	-can count to 20 -can skip count in 2s and 5s up to 20	-can name basic 3D shapes	-can name the characteristics of living/non-living things	-can describe position using cardinal points and additional vocab.	-can follow movement instructions in P.E.	-can state reasons for being honest

Infant 2: Term 1 (6-7 yrs.) CLIL Approach (5Cs) cont'd

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1- 2.1.1	EFL/NPSC	NPSC 1.1.1-1.1.6	NPSC 1.1.1- 7.1.1	NPSC 1.1.1 & 7.1.1	NPSC 1.1.1-4.2	NPSC 1.1.1- 4.2.1	NPSC 1.1.1
CONTENT	Cultivate plant from seedling	Patterns based on 'to have' and 'to do' Stories with describing words and patterns	Count to or from 1-100  Solve problems presented in horizontal and vertical arrangements	Experiment with paints, fruits and vegetables to create simple prints (use 'to do' patterns)	Classify animals according to physical features, e.g. limbs, wings, skin, fur, etc. (use 'to have' pattern)	Create maps of immediate environment	Rolling, rocking, sliding, etc. to shift body weight.  Forms shapes with body and maintain balance.	Role play.
COGNITION	- Identifying steps in cultivating - recognise appropriate potting medium	-recognise sentence patters -reproduce in writing sentence patters with 'to have' and 'to do'	-identify numbers 1 – 100  - solve problems presented in different formats	-reinforce shapes, vegetables and fruits - describe their properties using describing words	- categorise animals according to their physical features - identify their unique features using 'to have'	-create map of their community -identify location of places on map using cardinal points	-recognise that the body can bear weight in various ways - demonstrate the roll, rock, slide, etc.	- role play different scenarios of honest/dishonest behaviour
COMMUNICATION (LANGUAGE)	-name the main steps to cultivate plants	-form sentences using 'to have' and 'to do' patterns - describe using adjectives from stories	-name numerals 1-100 - reinforce ordinal numbers in sequencing steps in planting	-name shapes found in fruits and vegetables - describe prints using 'to do' pattern	-name the different classes of animals	-describe position of places using cardinal points - state location of places/things using additional vocab	-vocabulary: roll, rock, slide -imperatives	-determine most appropriate response in situations using 'to do'/ 'do not' pattern
COMMUNITY / CULTURE	-work in groups to cultivate and care for plants	- familiarity with 'to have' and 'to do' patterns	-cooperate in groups to solve problems in different formats	-explore other fruits/vegetables that can be used to print	-appreciate all living things as similar yet different	-creation of map of immediate environment	-form shapes in pairs/groups using body and balance	- work together to present a short skit on honesty/ dishonesty
COMPETENCE (Can-do statements)	-can say the names of each step of planting	-can describe physical characteristics of plant using appropriate adjectives	-can count to 100 - can solve problems in different formats	-can print with paint using fruit/vegetable	-can name the physical features of animals	-can interpret positions of places on a map using cardinal points	-can demonstrate basic weight bearing and movement skills	-can exhibit honest behaviour

Infant 2: Term 1 (6-7 yrs.) CLIL Approach (5Cs) cont'd

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1- 2.1.1	EFL/NPSC	NPSC 1.1.1-1.1.6	NPSC 1.1.1- 7.1.1	NPSC 1.1.1 & 7.1.1	NPSC 1.1.1-4.2	NPSC 1.1.1- 4.2.1	NPSC 1.1.1
CONTENT	Caring for seedling/ plant.	Capital letters, full stops, question marks.	Time: interpret calendars: day, month, year.	Hand puppets.	Draw diagrams to show growth of seedling (Agri.).	Interpret maps for fire and earthquake drills.		Being responsible at school and home.
COGNITION	- identify ways to care for seedling/ Plant	- use capital letters for appropriate words - full stops & questions marks in simple statements	-develop an understanding of time -interpret calendars -associate events with specific periods of time	-recognise that puppets are made of up lines, form and material	- record the changes in growth of seedling - understanding of the changes as seedlings grow	-identify evacuation routes -practise fire and earthquake drills	-spatial awareness - respond using the body to basic movement skills	-awareness of responsible behaviour in school and at home
COMMUNICATION (LANGUAGE)	-describe ways in which a seedling/ plant is handled	- indicate orally through voice inflection full stop and question mark to end statements	-vocabulary: long, short, slow, fast	-reinforce concepts of honesty and responsibility when role playing with hand puppets	-name the changes in a growing plant - express changes using sequencing vocabulary	-vocabulary: drop, cover, roll	-understand and respond with body movements -imperatives	-vocabulary associated with the concept of responsibility like self-control, respect, understanding, etc.
COMMUNITY / CULTURE	-collaborate to care for plant	-share their work with classmates	-familiarity with length of recess, lunchtime in school day	-work together creatively to make hand puppets	-display honesty in recording changes	-share the emergency numbers - ODPM	-movement done to local music	- develop a sense of responsibility in the classroom and at home
COMPETENCE (Can-do statements)	-can demonstrate how to care for a seedling/ plant	-can correctly apply full stop or question mark to end statements	-can read the date, month, year on a calendar	-can state the materials used to make puppet	-can draw a diagram to show growth of seedling	-can demonstrate evacuation procedures for earthquake and fire	-can follow movement instructions in P.E.	-can display responsible behaviour

#### Spanish Literacy

#### Infant 2 –Term 1 (6-7 yrs.)

LITERACY	NUMERACY	CULTURE
State where they live in Spanish.  Where do you live? (¿Dónde vives?)  I live in (Vivo en)	Skip count in 2s & 5s to 20 in Spanish.	Recognize signs written in Spanish.  Place names in Venezuela.
Describing words Yo soy + noun. Yo soy + adj. Yo soy + adv. (place/manner).	Count from 1-100 in Spanish.	Traditional Venezuelan nursery rhymes.
Capital letters, full stops, question marks.		
Identify friends in Spanish. (Name) es mi amigo/ amiga.; Mi amigo/a es)		
Identify selected places in their community in Spanish. ¿Qué lugar es? Es (la tienda, la escuela, el parque, el mercado, el supermercado)		

#### 2.3- Standard 1: Term 1 (7-8 yrs.) CLIL Approach (5Cs)

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1/6.2.4	EFL/NPSC 1.1/6.2/14.2/16.1	NPSC 1.1.1- 1.1.6	NPSC 1.1.1b-8.1.1	NPSC 1.1.1	NPSC 1.1-1.2.1	NPSC 4.1.1-5.2.1	NPSC 12.1.1
CONTENT	Identify role of ancestors in agricultural practices. (use simple past tense)	Simple past tense. Negative words (has/have not; isn't, haven't, etc.). Existential patterns: there is/are. Review degrees of adjectives.	Increasing and decreasing patterns to 100.  Skip count in 2s, 5s, 10s from 1-100.	3D objects: use coil or pinch method to create clay pots (link to ancestral agricultural practice).	Distinguish between vertebrates and invertebrates.	Indigenous people: food, religion, dress, music, art, etc. (use past tense) Link to South America.	Mule kick. Scale hand.	Identify feelings (vocabulary).
COGNITION	-trace the contributions of ancestors in agricultural practices -recognise different ancestral practices in agriculture	-change verbs to simple past tense in context -express verbs in the negative -use comparison of adjectives to describe ancestral practices	-skip count in ascending and descending order -count sequentially forward and backward	-recognise the 3D form in objects - explain the coil/pinch method to create a clay pot	-classify animals according to vertebrate/ invertebrate	-identify cultural attributes of indigenous people - describe their attributes in the past tense - trace their origin to South America	-explain the mule kick and scale hand - demonstrate their technique	-identify different feelings one may experience - link names to their meanings
COMMUNICATION (LANGUAGE)	-name the different ancestral practices -use simple past to describe practices	-communicate activities of ancestors in simple past -comparison between then and now with 'there is/are'	-count on and count back in 2s, 5s and 10s from 1-100	-connect clay pots to ancestral practices - describe practices in simple past	-communicate if an animal is vertebrate/ invertebrate - explain the classification	-vocabulary: Caribs, Arawaks, canoe, cacique, etc.	-understand and respond to instructions	-describe each feeling in a specific context
COMMUNITY / CULTURE	-name the different ancestral practices -use simple past to describe practices	-communicate activities of ancestors in simple past -comparison between then and now with 'there is/are'	-count on and count back in 2s, 5s and 10s from 1-100	-connect clay pots to ancestral practices. -describe practices in simple past	-communicate if an animal is vertebrate/ invertebrate -explain the classification	-vocabulary: Caribs, Arawaks, canoe, cacique, etc.	-understand and respond to instructions	-describe each feeling in a specific context
COMPETENCE (Can-do statements)	-can name popular ancestral practices	-can demonstrate familiarity with ancestral practices	-can demonstrate familiarity with local money	-can work creatively in groups to form clay pots	-can categorise indigenous animals as vertebrate/inverteb rate	-can create a 3D model of an indigenous village	-can follow instructions to perform movements	-can work in groups to determine feelings based on given scenarios

Standard 1: Term 1 (7-8 yrs.) CLIL Approach (5Cs) cont'd

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1/6.2.4	EFL/NPSC 1.1/6.2/14.2/16.1	NPSC 1.1.1-1.1.6	NPSC 1.1.1b-8.1.1	NPSC 1.1.1	NPSC 1.1-1.2.1	NPSC 4.1.1-5.2.1	NPSC 12.1.1
CONTENT	Link to South America.	Consonant blends. CVC vs Clusters Consonant digraphs Vowel digraphs Diphthongs	Odd vs even numbers.	Folk, traditional and modern dance to show three modes.	Classify zoo, domesticated and wild animals accordingly.	Locate settlement of indigenous people on map of T&T.	Combine two gymnastic skills to make a simple routine.	Identify mood (vocabulary).
COGNITION	- investigate agri folklore practices - trace indigenous people to South America	-discriminate between sounds with blends, digraphs and diphthongs	-differentiate between odd and even numbers -classify numbers as odd/even using counters/pictorial materials	-connect mood and feelings to movement - create traditional, folk and modern dance routines	- classify zoo/ domesticated/ wild animals as vertebrate/ invertebrate -explain the classification	-locate on a map of T&T the settlements of indigenous people	-spatial awareness - perform 2 gymnastic skills to make a simple routine	-learn ways to manage emotions - recognise that mood can lead to different feelings
COMMUNICATION (LANGUAGE)	-use oral presentation, storytelling, songs, etc. to discuss the contributions of ancestors	-read aloud texts that demonstrate association of sounds with blends, etc.	-name odd/even numbers 1-100	-dance vocabulary to include expression of moods	-descriptive language to explain classification	-describe position of settlements using cardinal points	- create a sequence that combines 2 gymnastic skills	-vocabulary: happy, sad, excited, angry, scared, worried, etc.
COMMUNITY / CULTURE	-appreciate the contributions of ancestors	- demonstrate tolerance of peers in their attempts to read aloud	-use local money to explore the concept of odd/even numbers	- awareness of ancestral dance forms	-extension of classification to new/foreign animals	-creation of map to show their location	-appreciation and enjoyment of movement	-work collaboratively with others to resolve conflicts
COMPETENCE (Can-do statements)	-can describe the agri. folklore practices of ancestors	-can read appropriate-level texts	-can differentiate between odd/even numbers	-can demonstrate folk, traditional and modern dance routines	-can place animals into two categories: vertebrate/ invertebrate and zoo, etc.	-can describe position using cardinal points	-can demonstrate routine with an increased level of control	-can use appropriate vocab to label and describe feelings

Standard 1: Term 1 (7-8 yrs.) CLIL Approach (5Cs) cont'd

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1/6.2.4	EFL/NPSC 1.1/6.2/14.2/16.1	NPSC 1.1.1-1.1.6	NPSC 1.1.1b-8.1.1	NPSC 1.1.1	NPSC 1.1-1.2.1	NPSC 4.1.1-5.2.1	NPSC 12.1.1
CONTENT	Classify how plants were used by ancestors (food, crafts, medicine, rituals, etc.)	Discriminative listening: audio- visual texts – 5Ws & H. Monitor reading comprehension.	Place values: tens and ones.  Use symbols (+, -, =, ≠) for simple operations.		Sieving and handpicking to separate objects.	Create model of village of first peoples.	Safe places to play.  Suitable attire to play.	Define 'perseverance'.  Public figures whose perseverance paid off (e.g. sportsperson)
COGNITION	- Identifying ways that plants were used by ancestors: medicinal, food, etc.	-infer meaning of texts from tone, mood, etc. - apply discriminative list. to respond to 5Ws and H	-an understanding of place value up to 100. -explore number relationships with simple operations	-explore traditional dance form of the indigenous people	- investigate traditional methods to separate mixtures	-creation of a 3D model of village of the indigenous people	-awareness of safety in play -identify suitable clothing for play	-explain 'perseverance' Identify ways that one can demonstrate this quality
COMMUNICATION (LANGUAGE)	-vocabulary: food, spices, beverages, medicine, building, craft, etc.	-generate questions using 5Ws and H. -communicate reading comp. strategies	-vocabulary: tens, ones, place value vs value, addition, add, subtraction, take away, minus, etc.	-create sounds using materials used by the indigenous people	-explain procedures for handpicking and sieving	-name groups of indigenous people - recount their history / contributions	-communicate safe practices associated with physical activity	-share ideas about why someone should persevere and how to do so
COMMUNITY / CULTURE	-display responsibility in completing group tasks.	- awareness of texts that depict life of ancestors.	-use local money to compute simple numbers	-awareness of the musical heritage of ancestors	-awareness that these are separation methods used by ancestors	-appreciation of the cultural heritage of indigenous people	-an acceptance of individual differences	Familiarity with public figures who have demonstrated perseverance
COMPETENCE (Can-do statements)	-can classify plants based on their use by ancestors.	-can discriminate individual sounds in listening/reading.	-can identify the place value of tens and ones in numbers from 1- 100	-can articulate dance/instrument/s ong origins of ancestors.	-can carry out both separation methods.	-can work together to create a model of an indigenous village.	-can give reasons for safety in play and suitable attire for play.	-can give examples of perseverance

#### Spanish Literacy

#### Standard 1- Term 1 (7-8 yrs.)

LITERACY	NUMERACY	CULTURE
The existential verb form 'Hay'.	Skip count in 2s,5s, and 10s from 1-100 in Spanish.	State the origins of common surnames of people in Venezuela.
Review degrees of adjectives & plural endings of nouns.	Odd vs even numbers in Spanish.	Indigenous people: food, religion, dress, music, art, etc. Link to Venezuela and South America.
Use appropriate Spanish titles to address adults. (Señorita, Señor, Señora).	Place values: tens and ones.	Folk, traditional dances of Venezuela.
State selected leisure and work activities in Spanish. (juego, veo la tele, canto, bailo, leo, escribo)		
Common prefixes and suffixes.		

#### 2.4- Standard 2: Term 1 (8-9 yrs.) CLIL Approach (5Cs)

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1/2.2.2	EFL/NPSC 1.1/11.1/13.1	NPSC 1.1.1-1.3.3	NPSC 1.1.1-9.1.1	NPSC 1.1.1 & 7.1.1	NPSC 1.1.1-4.1.1	NPSC 2.1.1-3.2.1	NPSC 1.1.1- 2.1.1/8.1.1
CONTENT	Main steps in growing plants	Recite poems with a sense of rhythm. Compose simple poems showing stanza formation. Punctuation: exclamation mark, commas, apostrophe, contractions	Count from 1-1000. Names and numerals. Skip count in ascending and descending: 100s, 50s, 25s, 10s. Largest to smallest in any 3 digits.	Create and apply colour to a relief model/replica of T&T using papier mache or clay.	Classify vertebrates in mammals, birds, reptiles, fish, amphibian.	Identify basic features on a map: title, key, border compass.  Describe basic landforms: mountains, rivers, valleys, etc.	Y scale.  Handstand.  Forward roll.	Discretion.  Tact.  (when to say what.)
COGNITION	- identify the main steps in growing plants -sequence the main steps	-perform recitation with rhythm -know the rules of punctuation -compose simple poem with stanzas	-skip count 1-1000 in ascending/ descending order -connect numerals to word names -count in 100s, 50s, etc. 1-1000	-create a relief model/replica of landforms using papier mache or clay -apply colour to model	- classify vertebrate/ invertebrate according to mammals, fish, etc.	-identify basic features of a map -describe basic landforms -create model of basic landforms	-explain the movements - demonstrate the techniques	-define the terms 'discretion' and 'tact' -demonstrate when/how to use both
COMMUNICATION (LANGUAGE)	-describe safe working habits to grow plants	-apply correct punctuation in writing - articulate poetry with attention to enunciation details	-read out loud numbers and their word names-	-describe process of model creation -name landforms on model	-explain the classification of each animal citing the features of each category	-vocabulary: title, key, etc. -mountains, ranges, etc.	-express enjoyment in executing movements	-choose words to express their feelings/thoughts/b eliefs with discretion and tact
COMMUNITY / CULTURE	-demonstrate responsibility and teamwork	- choral speaking	-apply skip counting using local money	- a sense of enjoyment in creating model	-classify indigenous animals	-create a model of basic landforms in T&T	-follow instructions to perform movements	- role play the use of both in scenarios
COMPETENCE (Can-do statements)	-can explain the main steps in growing a plant	-can recite poems with rhythm -can apply punctuation conventions	-can skip count in 100s, 50s, 25s, etc. from 1-1000	-can use papier mache/clay to create a model	-can classify animals into mammals, fish, etc.	-can describe basic landforms -can name basic features of map	-can perform Y scale, handstand and forward roll.	-can define both terms -can connect both terms with specific words

Standard 2: Term 1 (8-9 yrs.) CLIL Approach (5Cs) cont'd

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1/2.2.2	EFL/NPSC 1.1/11.1/13.1	NPSC 1.1.1-1.3.3	NPSC 1.1.1-9.1.1	NPSC 1.1.1 & 7.1.1	NPSC 1.1.1-4.1.1	NPSC 2.1.1-3.2.1	NPSC 1.1.1- 2.1.1/8.1.1
CONTENT	Collaborate to grow plants.  Caring for plants.	Patterns based on: am, is, are/has, have/do, does. Present continuous: am, is/are, + ing. Simple past and future tense: use of will.	Place value: H T O up to 999.  Write numbers using standard notation.  Use > or < correctly.	Carve shapes with their bodies in personal and general space and use shapes to create forms.	Demonstrate that plants need light and water to grow (record progress of plants in various scenarios).	Discuss types of land use: housing, agricultural, industry, etc.	Running and jumping with increased levels of difficulty.	Respect for 'property'.
COGNITION	- identify ways to care for plants - work together to care for plants	-knowledge of auxiliary verbs + main verb - change verbs to indicate present continuous and future tense	-explore place value of H, T, O from 1-1000 - use the symbols to show the relationship between two numbers	-develop an understanding of form using body shape -carve shapes with their bodies	- explain why plants need light and water - conduct an experiment to determine that plants need light and water	-list types of land use -explain reasons for land use	-explain basic techniques in running and jumping demonstrate the technique	-justify the need for respect for 'property' -demonstrate a basic understanding of the terms: 'respect' and 'property'
COMMUNICATION (LANGUAGE)	-communicate the basic needs of a plant	-know when to use the different tenses in context	-write and read the place value represented by each digit in a 3- numeral digit	-name the body shape depicted	-convey findings in a concise manner	-discuss types of land use seen in the community	-enjoy movements when performing with classmates	-give reasons why one should respect 'property' -elaborate 'property' as belonging to self, school, country, etc.
COMMUNITY / CULTURE	-collaborate to care grow/care for plants	- write a piece on caring for plants using appropriate tense	-connect concept to local money	- connect body shapes to the environment	-work in groups to conduct experiment	-awareness of the environment in how land is used	-follow instructions to perform activities	- connect the term to the larger community
COMPETENCE (Can-do statements)	-can demonstrate good practice in caring for plants	-can change verbs from past, to present continuous to future	-can identify the place value of H, T, O from 1-1000	-can use the body to carve shapes	-can explain why plants need light and water	-can discuss types of land use	-can demonstrate running and jumping activities with increasing levels of difficulty	-can state reasons for respect for 'property'

Standard 2: Term 1 (8-9 yrs.) CLIL Approach (5Cs) cont'd

Subject	Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
National Curriculum	NPSC 1.1.1/2.2.2	EFL/NPSC 1.1/11.1/13.1	NPSC 1.1.1-1.3.3	NPSC 1.1.1-9.1.1	NPSC 1.1.1 & 7.1.1	NPSC 1.1.1-4.1.1	NPSC 2.1.1-3.2.1	NPSC 1.1.1- 2.1.1/8.1.1
CONTENT	Good environmental practice.	Letter-sound correspondence, syllabication, long vowel patterns in multi-syllabic words	Round off to 10 or 100.  Round off the nearest dollar.	Sing folk and traditional songs independently and in groups.	Use/importance of minerals (gold, iron, asphalt, etc.)	Differentiate between rural and urban settlements.		How to act fairly.
COGNITION	- recognise the importance of good environmental practice - identify good environmental practices	-apply rules of syllabication to multi-syllabic words -distinguish between long/short vowel sounds in words	-develop an understanding of rounding to 10s and 100s	-trace the history of different folk/traditional song -perform songs individually/in group	- assess the importance of minerals -create a display to show how minerals are used	-differentiate between urban and rural communities -locate on a map of T&T urban and rural communities	-explain various techniques with locomotor skills - perform with increasing levels of difficulty	-define the term 'fairness' -demonstrate a basic understanding
COMMUNICATION (LANGUAGE)	-vocabulary: land preparation, tilling, fertilising, etc.	-orally/clap out the syllables in multi- syllabic words -point out long vowel sounds SE and Creole	-explain the importance of grouping in 10s and 100s	-role play folk/traditional songs	-orally present to the class the different uses of minerals	-name major cities/towns as urban/rural	-understand and respond to instructions	-describe ways how one can act fairly
COMMUNITY / CULTURE	-names of popular environmental practices	- awareness of the syllabication differences between SE and Creole	-rounding off concept applied to local money	- participate in group singing	-work closely with classmates to present	-appreciation of difference between two types of settlement	-follow instructions to perform movements	- work in groups to determine responses based on given scenarios
COMPETENCE (Can-do statements)	-can demonstrate safety and responsibility in caring for plants	-can break apart multi-syllabic words -can name long vowel sounds	-can round numbers to the nearest ten or hundred	-can perform folk/traditional songs	-can list the uses of minerals	-can differentiate between urban/rural settlements	-can perform various techniques in locomotor skills	-can define 'fairness' -can role play fairness to others

#### Spanish Literacy

#### Standard 2- Term 1 (8-9 yrs.)

LITERACY	NUMERACY	CULTURE
Recite Spanish poems with a sense of rhythm.	Count from 1-1000 in Spanish.	Use Venezuelan poems for Literacy activity.
Compose simple Spanish poems showing stanza formation.	Names and numerals.  Skip count ascending and descending: 100s, 50s, 25s, 10s.	Sing Venezuelan folk and traditional songs independently and in groups.
	Largest to smallest in any 3 digits.	
Present continuous in Spanish: Estar + -ando / -iendo / -yendo.	, v	
Letter-sound correspondence, syllabication, long vowel patterns in multi-syllabic Spanish words.		
Recite Spanish poems with a sense of rhythm.	Count from 1-1000 in Spanish.	Use Venezuelan poems for Literacy activity.
Compose simple Spanish poems showing stanza formation.	Names and numerals.  Skip count ascending and descending: 100s, 50s, 25s, 10s.  Largest to smallest in any 3 digits.	Sing Venezuelan folk and traditional songs independently and in groups.

# Section 3 NPSC Selected Curriculum Content with Spanish Literacy (Terms 2 & 3)

#### Infant 1-Term 2 (5-6 yrs.)

Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
NPSC 3.1.1- 5.3.2	EFL/NPSC	NPSC 2.1.1-2.1.4	NPSC 6.1.1-5.1b.	NPSC 1.1.1 & 7.1.1	NPSC 5.1.1 18.1- 19.2	NPSC 3.1.1-4.2.1	NPSC 13.1.1
Classification of	Phonics: Simple two	Geometry:	Ring Games	Healthy eating: food	Clean and dirty	Personal hygiene.	Personal Hygiene.
objects associated with	and three letter	Vocabulary for basic	& Songs (linked to	from plants and animals.	environment.	Good touch / bad	Good touch/bad
agriculture.	words. (introduce with simple animal	solid shapes, number of sides, colour.	topics being done this term).	animais.	Personal hygiene.	touch.	touch.
Buildings, tools,	and food words)	01 31403, 001041.	uno torrij.		r croonarnygiche.	todon.	todon.
equipment.	Differentiate				Good touch/bad		
	between letter and				touch.		
Importance of	word.	Coomatria attributası	Taytura and Dasian	Cood poroonal	Cornival	\/ acat	Facilizati hanny and
Importance of gardens to	Days of the week.	Geometric attributes: big, small, thin, thick,	Texture and Design.	Good personal hygiene.	Carnival.	V-seat.	Feelings: happy, sad, angry, anxious, etc.
humans.	Am/Is/Are	flat, ball, etc.	Carnival costume.	riygiche.		Log roll.	angry, anxious, cto.
	A/An.	, ,					
Creating a							
garden.	Simple "I am"						
Importance of	structures. Writing individual	Creating patterns	Dance involving	Different types of	Match weather to	Locomotor skills:	How to work together
farms to	letters and two letter	using solid shapes.	jumping, hopping,	litter.	pictures and symbols	jumping, hopping,	with peers in groups
humans.	words.	3	etc.		(sun /	running.	or pairs.
		Count from 1-20.		How to dispose of	sunny, rain / rainy		
Animals on a	Differentiate			litter.	cloudy).	Hand/eye/	
farm.	between lower/upper case					feet coordination.	
Layout of farm.	letters.						

#### Spanish Literacy

#### Infant 1-Term 2 (5-6 yrs.)

LITERACY	NUMERACY	CULTURE
Phonics: Differentiate between <i>vowels</i> and <i>consonants</i> .	Geometry: Spanish Vocabulary for basic solid shapes, number of sides, colour.	Ring Games & Songs (linked to topics being done this term).
State their age in Spanish. ¿Cuántos años tienes? Tengo cinco años.	Geometric attributes: Spanish Vocabulary for big, small, thin, thick, flat, ball, etc.	Exposure to 'La Semana Santa' (Holy Week).
Nouns: gender of nouns with indefinite articles.  Identify classroom objects in Spanish. ¿Qué cosa es? Es (una mesa, una silla, un lápiz, un libro, una bolsa)	Count from 11-20 in Spanish. ¿Qué número es? Es (once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)	
Say what day of the week it is in Spanish. ¿Qué día es? Es (lunes, martes miércoles, jueves, viernes, sábado, domingo)		
Phonics: Simple two and three letter Spanish words. (introduce with simple animal and food words)  Differentiate between <i>letter</i> and <i>word</i> .		

Infant 1-Term 3 (5-6 yrs.)

Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
NPSC 6.1.1- 8.3.4	EFL/NPSC	NPSC 3.1.1-4.1.4	NPSC 1.12.1b.	NPSC 5.1.1 & 7.1.1	NPSC 12.1. 17.1.3	NPSC 5.1.1-6.3.2	NPSC 13.1.1
Food from plants and animals.	Phonics: Differentiate between vowels and consonants.  Consonant blends.  Spell words using CVC pattern	Time: night time, day time, afternoon time, etc.  Sequencing the day.	Rhyme & Meters (common, simple, compound duple.)	Simple machines.	Flag of Trinidad and Tobago. (colour & design)	Importance of drinking water and healthy eating.	Basic rights of the child.
Assemble a meal with foods from plants and animals.	Months of the year.  Directionality of print and features of a book.	Linear measure and mass and weight. Concept and vocab (long, short, tall, long, deep, etc.).	Music (8 bar) Simple songs and/or folk songs esp. about animals and where they live.	Habitats (terrestrial and aquatic).	Independence Day & Republic Day.	Throwing and catching the ball with both hands.  Striking with hands or kicking the ball.	Recite the National Anthem and Pledge.
Recognise foods associated with special occasions.	Writing simple sentences: (I am happy. It is sunny. An egg is white. Mangoes are green.)	Statistics: Collect and classify data about objects.  Make picture chart.	Performance: role play/ story telling esp. about an animal and its habitat.	Energy: Light How it is important to plants and animals including humans.	Other religious holidays and important celebrations e.g. birthdays.	Safe places to play. Suitable attire to play.	Identify and name the Prime Minister and President.

## Infant 1-Term 3 (5-6 yrs.)

LITERACY	NUMERACY	CULTURE
Writing individual letters and two letter Spanish words.	Times of day in Spanish: la mañana, la tarde, la noche.	Venezuelan Independence Day
Differentiate between lower/upper case letters.	Sequencing the day.	
State the months of the year in Spanish. ¿Qué mes es? Es (enero, febrero, marzo, abril, mayo, junio, julio, agosto, setiembre, octubre, noviembre, diciembre)	Linear measure and mass and weight. Spanish Vocabulary for (long, short, tall, long, deep, etc.)	Other religious holidays and important celebrations in Venezuela e.g. birthdays
Verb to be Ser		Recite the National Anthem of Venezuela.
Plural of Nouns: with definite articles.		Identify and name the President of Venezuela.
Identify selected pets in Spanish. ¿Qué animal son? Son (los perros, los gatos, los pájaros, los peces, las tortugas, los conejos)		
Plural of Nouns: with definite and indefinite articles.		
Animals		
Classroom objects		

Infant 2- Term 2 (6-7 yrs.)

Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
NPSC 1.1.1- 2.1.1	EFL/NPSC	NPSC 2.1.1-2.3.5	NPSC 2.1.1-	NPSC 5.1.1 & 8.1.1	NPSC 16.1.1 – 18.1.2	NPSC 2.1.1-2.2.1	NPSC 3.1.1
Steps in rearing ornamental fishes.	Doing words: I am + present participle.  Reading: Who are the people/animals in the story? What are they doing? What is happening?	Classification of Solid and Plane shapes. Vocabulary associated to geometric shapes and their attributes.	Develop appropriate dance based on storyline (e.g. story from ELA)	Discuss solids based on physical properties (use 'comparison' vocabulary).	National Bird National Flower National Instrument (Review Flag, Pledge, anthem).	Stork Stand. Side roll.	What information about the family can be shared and what information is private, not to be shared.
Sequencing: at least three pictures to show steps.	Habitual patterns: I eat bread every day. I play football on Saturdays.  Monitor reading.	Create patterns using solids and plane shapes (2-4 elements).	Costuming for dance (feather, scarf, hat, etc.).	Demonstrate the effect of force that causes objects to move faster, change directions, rest, etc.	Meaning of "hero" Why is someone regarded as a hero?  Describe a hero at school, at home, in the community.	Demonstrate jumping and running with improved skill.	Role-play.
Work in teams to do sequencing activity above.	Comparison: big/bigger/ biggest, etc.	Build models of solids and plane shapes.	Working together co-operatively to create costume.	Energy conservation: switch off toys, lights, etc.	Identify the hero in me. (use "I am" and habitual pattern).	Safe places to play. Suitable attire to play.	Private and public space

## Infant 2- Term 2 (6-7 yrs.)

LITERACY	NUMERACY	CULTURE
Doing words (verbs) in Spanish:	Classification of Solid and Plane shapes.	National Bird
Estoy + present participle.		National Flower
	Spanish vocabulary associated to geometric shapes	National Instrument of Venezuela.
	and their attributes.	(Review Flag, Pledge, anthem)
Describe habitual patterns in Spanish:		Meaning of "heroé"
Yo como pan todos los días.		Why is someone regarded as a hero?
Yo juego al fútbol los sábados.		Identify Venezuelan heroes.
Comparisons in Spanish:		
más (menos) + adjective + que		
más (menos) + adverb + que		
más (menos) + noun + que		
tan + adjective (adverb) + como		
tanto(-a,-os,-as) + noun + como		
State the name of their school in Spanish. (Mi		
escuela se llama)		
Identify selected areas on their school compound in		
Spanish.		
¿Qué lugar es? Es		
(la clase, la oficina, la cantina, el patio, la		
biblioteca, el baño)		-
State in Spanish the key persons in their school.		
¿Quién es? Es		
(el maestro/la maestra, ,el secretario/la secretaria,		
el director/la directora, el guardia, el limpiador/la		
limpiadora, el alumno/la alumna,el amigo/la amiga)		

Infant 2- Term 3 (6-7 yrs.)

Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
NPSC 3.1.1- 4.1.1	EFL/NPSC	NPSC 3.1.1-4.1.4	NPSC 1.1.1b- 8.1.1	NPSC 4.1.1	NPSC 16.1.1 – 18.1.2	NPSC 4.1.1-5.2.1	NPSC 7.1.1-10.1.1
Preparation of food in a responsible manner to keep high quality.	5 Ws and H.  Reading and asking questions using 5 Ws & H.  Monitor reading comprehension.	Use comparison vocabulary to compare objects: bigger, longest, etc.  Compare objects according to length, mass, weight and distance.	Recognise different types of instruments (string, wind, percussion, etc.) by sight and sound.	Distinguish between healthy foods unhealthy foods  Discuss consequences of eating unhealthy foods.	Review weather from Level 1.	Throwing, catching, striking technique.  Apply to simple games.	How to treat elderly and differently abled.
Modes of transportation for food, locally and internationally.	Follow and give direction in 3-5 steps.	Collect and interpret data.  Construct pictographs and picture cards.	Demonstrate through movement music duration (time) and tempo (speed).	Group basic food groups according to Caribbean Food Groups.	Transport: land, air and sea.	Healthy eating habits.	Words that hurt. Words that help.
Sequencing of pictures in a flow diagram to show food journey from farm to home.	Paralinguistic features: eye contact, volume, speed, etc. of voice when giving directions.		Create collage of instruments.	Famous scientists. What did they do? Both Trinidadian and Venezuelan.	Safety measures on the road when walking, crossing, in a car, etc.	Safe places to play. Suitable attire to play.	How to remain respectful in disagreements.

## Infant 2- Term 3 (6-7 yrs.)

LITERACY	NUMERACY	CULTURE
Asking questions in Spanish: ¿Dónde? ¿Cómo? ¿Qué? ¿Quién (-es)? ¿Por qué?		Recognise different types of Venezuelan instruments (string, wind, percussion, etc.) by sight and sound.
Another verb 'to be': 'estar'		Venezuelan fruits.
Follow and give directions in Spanish.		
Name selected fruits in Spanish. ¿Qué fruta es? Es (el mango, la piña, la naranja, el plátano, la papaya)		
Greet others in Spanish on special occasions. (Feliz Día del Padre/ Feliz Día de la Madre)		

## Standard 1 -Term 2 (7-8 yrs.)

Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
NPSC 3.1.1- 4.2.1	EFL/NPSC 5.3.2/7.2.7/2 6.2	NPSC 2.1.1-2.1.5	NPSC 1.1.1b- 8.1.1	NPSC 5.1.1- 9.1.1	NPSC 4.1.1-5.1	NPSC 1.1.1- 3.2.1	NPSC 1.1.1- 5.1.1
Identify animals used by our ancestors.	Literary Appreciation: Setting, character, problem, action, resolution in a story. Character traits. Create a character by drawing, painting, play dough, etc.).	Describe and compare solids and shapes in concrete and pictoral forms.  Construct plane shapes and describe sides and corners.	Explore rhythm and pitch using bodies and untuned percussion instruments.	Wet and dry season. Natural events occurring in each season (e.g. flooding).	Wet and dry season in T&T.	Create three or four movements involving shapes, balance and transfer of weight.	Community spirit: family. Fairness.
Classify animals used by ancestors for food, transport, pets, rituals, etc.	Common prefixes and suffixes Synonyms, Antonyms, Multiple meaning Words Compound Words.	Solve problems involving solid and plane shapes.	Communicate using mime or hand gestures.	Examine use of forces (e.g. twists, turns.) and record observations using scientific drawings.	Hurricane, tsunami, earthquake. Safety drills. ODPM/TEMA	Demonstrate improved running and jumping.	Community spirit: school.  Respect for authority.
Use simple past tense.	Distinguish among Creole, SE and Spanish. Code switching. Choral speaking.	Vocabulary: surface, face, cone, cylinder, pyramid, etc.		Classify simple machines: levers, pulleys, wheel/axil.	Basic needs Ways to assist people during a natural disaster.		Community spirit: community. Caring.

## Standard 1- Term 2 (7-8 yrs.)

LITERACY	NUMERACY	CULTURE
Identify selected sports in Spanish. ¿Qué deporte es? Es (el fútbol, el críquet, la natación, el tenis, el baloncesto)	Identify solid and plain shapes in Spanish.	Identify most popular sports in Venezuela.
Say which sport they practise. (Practico)		Seasons in Venezuela.
Common Synonyms, Antonyms.		Describe the tradition of the siesta.
Punctuation: question marks, exclamation marks, commas,		

## Standard 1 - Term 3 (7-8 yrs.)

Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
NPSC 5.1.1- 5.2.1	EFL/NPSC 16.1- 19.1	NPSC 3.1.1-4.1.1	NPSC 1.1.1b- 8.1.1	NPSC 10.1.1	NPSC 2.1	NPSC 4.1.1-5.1.1	NPSC 7.1.1-10.1.1
Identify components of farms used by ancestors.	Writing simple sentences. Writing compound sentences using 'and' and 'but'. Capitalization and punctuation. Monitor reading comprehension.	Apply measurement techniques to qualify length, mass and weight, Estimate and then verify length, weight, mass of various objects.	Lines and shapes. Draw a family at work or play.	Wind as source of energy.	Review Flag and National Anthem. Introduce Coat of Arms and Watchwords.	Stop a rolling ball with feet.  Perform underhand catch and two hand underhand throw (ball or bean bag).	Respect and use of National flag.
Construct model of farm/s used by ancestors.	Main ideas in a variety of texts. Writing short paragraphs (main idea, topic sentence, supporting details).	Measure time. Features of analogy clock and functions of hands. Measure events by seconds and minutes.	Create hand puppets to represent different ethnic groups.	Construct model of device that uses wind energy.	Religious and National holidays.	Strike a ball using the hand, feet or equipment to a target.	Respect for religious and cultural diversity.
	Simple sound and comparative literary devices.	Capacity: apply measurement techniques. Tally charts and pictographs.	Create 3D model of a religious artefact.	Discuss importance of work of local scientists.	Match symbols to religious festivals.	Healthy eating habits.	Tolerance, self-respect, respect for others.

## Standard 1- Term 3 (7-8 yrs.)

LITERACY	NUMERACY	CULTURE
Identify common occupations in Spanish. ¿Qué profesión es?	Telling time in Spanish	Review Flag and National Anthem of Venezuela. Introduce Coat of Arms and Watchwords
Es	Measure time.	
(el maestro/ la maestra, el director/ la directora, el		
médico/ la médica, el pescador/ la pescadera, el/la policía)	Features of analogy clock and functions of hands.	
	Measure events by seconds and minutes.	
Multiple meaning Words.		Religious and National holidays
Writing simple sentences.		
Writing compound sentences using 'and' and 'but'.		
Capitalization and punctuation.		
Compound Words.		
State in Spanish if an establishment is 'Open' or		
"Closed".		
(ABIERTO, CERRADO)		
Main ideas in a variety of texts.		
Writing short paragraphs in Spanish (main idea,		
topic sentence, supporting details).		
Parts of speech in Spanish.		

## Standard 2- Term 2 (8-9 yrs.)

Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
NPSC 2.1.1-	NPSC 6.1-8.2.4/ 14.1	NPSC 1.2.15-1.1.7	NPSC 2.1.1-4.2.1	NPSC 5.1.1 - 6.1.1	NPSC 3.1.1 – 8.1.3	NPSC 4.1.1-5.1.1	NPSC 3.1.1-4.1.1
Explain how	Construct	Patterns:	Create a poster	Differentiate	Resources.	Throwing,	Loyalty.
to rear fishes.	sentences using	associative &	about water	among: solids		catching,	
	synonyms,	commutative	conservation or	liquids, gases	Uses of water.	striking.	Limitations to
Procedure/	antonyms,	properties	protecting	Investigate			loyalty.
Sequencing.	homophones	(+, -, ÷, x)	aquatic habitats.	substances that	Locate sources		
	and	Addition and		dissolve in water	of surface water		
	homographs.	subtraction		Investigate	on the map of		
		sentences.		movement of	Trinidad.		
	Dictionary skills.	Determine		water through			
		whether a		various soil	Water		
	Affixes.	number sentence		types.	conservation.		
		is true or false.					
Safety	Story: Action/	Solve one step	Use stimuli to	Separate solids	Flooding.	Healthy eating	Behaviour during
practices in	Identify Problem	and two step	create	from mixtures		habits.	recreational
agriculture.	Offer solutions	addition,	movements,	using filtration	Illegal uses of		activities.
	Predicting	subtraction,	sequences and	and magnetism.	water.	Proper hygiene	
	outcomes	multiplication,	dances that			practices.	
	Themes	division problem	show the role of				
		(these presented	water in our				
	Monitor reading	orally or visually	lives.				
	comprehension.	incl. with money).					
Good	Parts of speech.	Build	Local musical	Safety dealing	Pollution: types,	Simple team	Building trust.
environ-		multiplication and	styles (Calypso,	with materials	causes,	games.	
mental		division tables.	Parang, Indian,	and equipment.	prevention.		
practices.			etc.).				

## Standard 2- Term 2 (8-9 yrs.)

LITERACY	NUMERACY	CULTURE
Simple future tense: ir + a + verb.	Patterns: associative & commutative properties (+, -, ÷, x)	Distinguish between the currency of Trinidad and Tobago and those of selected Spanish-
Leisure activities.	Addition and subtraction sentences Determine whether a number sentence is true or false.	speaking countries. (Venezuela, Cuba, Puerto Rico, Panama, Mexico, Spain)
Construct sentences using synonyms, antonyms, homophones and homographs.	Solve one step and two step addition, subtraction, multiplication, division problem (these presented orally or visually incl. with money).	Venezuelan musical styles.
Dictionary skills.		
Affixes.		
Simple Spanish Stories: Action/ Identify Problem Offer solutions	Build multiplication and division tables.	
Predicting outcomes		
Themes		
Monitor reading comprehension.		

# Standard 2- Term 3 (8-9 yrs.)

Agri	ELA	Math	VAPA	Science	Social Studies	Physical Education	VCCE
NPSC 5.1.1- 5.2.1	NPSC 17.1-25.1	NPSC 3.1.1-4.1.1	NPSC 3a,b,c- 1.1.1	NPSC 8.1.1-9.1.1	NPSC 2.1	NPSC 4.1.1-5.1.1	NPSC 13.1.1-12.1.1
Agriculture and the	Friendly letter.	Fractions using area models	Move on stage to identify the	The water cycle: discuss and label		Suitable attire for physical	Caring and Valuing
economy of T & T	Emails.	(whole vs parts).	four stage locations	diagram.	resources.	activities and games.	Make models and costumes to
	Descriptive Writing.	Classify/describe/compare solids.	(upstage, downstage, stage right,		Map location of major resources in T & T.		depict the resources of T&T.
	Write reflectively on daily activities.	Tally charts and block graphs.	stage left).				
Importance of "buying local".	Forming plurals other than adding an –s at the end.  Monitor reading	Differences between analog and digital clocks. Tell time to the hour, half hour,	Make models and costumes to depict the resources of T&T.	Why we need to conserve portable water.	Define tourist. Identify different types of tourists.	Simple team games.	Renewable and non-renewable resources.
	Comprehension.	quarter past and to the hour.					
Food and non-food products from local agriculture.	Purpose of selected media: fact or fiction?	Measure length/distance (m, cm).  Measure mass/weight (kg, 1/2 kg, ½ kg).	In small groups, work together using bodies to create a tableau (frozen image) depicting one land feature.	Wind, solar, electric energy.	Locate places of interest on map of T&T.		Preserving the environment.
		Capacity (I).	iand leature.				

## Standard 2- Term 3 (8-9 yrs.)

LITERACY	NUMERACY	CULTURE
Identify modes of transport in Spanish. ¿Qué transporte es? Es (el carro, el avión, la bicicleta, el autobús, la	Fractions using area models (whole vs parts).  Classify/describe/compare solids.	Compare modes of transport in Venezuela with those of Trinidad and Tobago and other parts of the world.
motocicleta, el barco, el pie)		
State the four cardinal points in Spanish: <i>norte</i> ,	Differences between analog and digital clocks.	Map location of major resources in Venezuela.
sur, este, oeste.	Tell time to the hour, half hour, quarter past and to	veriezueia.
	the hour	
Identify in Spanish elements of a simplified water	Measure length/distance (m, cm).	Make models and costumes to depict the
cycle (el sol, el agua, el océano, el río, la nube, la lluvia, la tierra).	Measure mass/weight (kg, 1/2 kg, ½ kg).	resources of Venezuela.
	Capacity (I).	
	Capacity (i).	
Simple friendly letter/ Emails.		Locate places of interest on map of Venezuela.
Descriptive Writing.		
Write reflectively on daily activities.		
Agreement of nouns and adjectives in Spanish.		

# Section 4 Sample CLIL Unit and Lesson Plans

#### 4.1 Sample Unit with Lesson Plans: Infant 1: Term 1 (Social Studies)

UNIT PLAN (Social Studies)						
Name of teacher: Miss Doe	No. students in class: 12					
Level of learners: Level 1	Lesson duration: 6 sessions/20 mins each					
Age of learners: 5-6yrs old	Other information about learners: Migrant children at volunteer centers. No interaction with Trinbagonian students at public school					

#### Learning objectives:

#### MINI LESSON 1 & 2 (MYSELF)

By the end of the lesson pupils will:

- 1) State their addresses (Cognitive/LOTS)
- 2) Identify members of their families including pets (Cognitive/LOTS)
- 3) Discuss what makes them feel good about themselves (Cognitive/Affective HOTS)
- 4) Create a scrapbook (Affective/Psychomotor HOTS)

#### MINI LESSON 5& 6 (HOW WE ARE THE SAME)

By the end of the lesson pupils will:

- 1) Identify different parts of the body in English (Cognitive/LOTS)
- 2) Compare the ways they are the same (Cognitive/Affective/HOTS)
- 3) Discuss why it is important to show love (Cognitive/Affective/HOTS)
- 4) Appreciate the ways they can show love to everyone (Affective/HOTS)

#### MINI LESSON 3 & 4 (HOW WE ARE DIFFERENT)

By the end of the lesson pupils will:

- 1) Identify differences between two friends in a picture. (Cognitive/Affective/LOTS)
- 2) Draw themselves (Psychomotor)
- 3) Draw a friend (Psychomotor)
- 4) Contrast their differences (Cognitive/HOTS)
- 5) Assess why they like being friends (Affective/HOTS)

Assumed knowledge of pupils: 1) Some awareness of self and immediate members of family including pets. 2) Students may have heard the phrase "best friend" before or may even have one. 3) Students can identify parts of their bodies in Spanish.

**Materials:** Social Studies text book approved by the Ministry of Education: *Let's learn Social studies: Infant 1.* (Chadee et al, 2005)

Scrapbook that students would have for Social Studies.

**Rationale:** This is the same text infants use at public school so it's important to parallel the texts at these education centers since the goal is one day for them to be integrated into the public system. The scrapbook is a good way to keep tract of learning.

Potential problems and solutions (language and/or tasks): Since these are very young learners a 60 min lesson is not advisable. The topic will be broken down into six mini lessons with each lesson addressing one specific aspect of the topic.

#### MINI LESSON 1 & 2 (MYSELF) Stages of the lesson Stage aim (why are Teaching procedures Learner activities and Differentiation by task Interaction (+ timing) learners doing this?) (material) or outcome. and teacher's learner language: language: 1. (3 mins) - Greet the children - In pairs each child tells - To start the lesson with **Pairs** Starter familiar familial his/her peer who their vocabulary (mother, family members are, - Get them into pairs father, brother sister, using familiar direct including pets. etc. pet, dog, cat etc., instructions. friend). 2. (7 mins) -For students to become Individual Some students may be -Distribute cut out cards -Students listens Activity familiar with hearing their with each child's attentively and repeats able to learn the entire addresses in English. each word in English. address in English at this address on it. -While students await stage. -Read each child's their turn, they can address for him/her. colour the words "scrap book" on their scrap books. 3. (10 mins) - Students discuss in -Some students may To discuss what -Put the children in Group Activity makes them feel groups of three. their groups what makes give more than one thing them feel good. good about that makes them feel themselves. - Give instructions in - Each group presents good. Spanish and English. after the discussion with each student saying at least one thing in English that makes him/her feel

good.

Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.
1. ( 5 mins) Activity	- To start the lesson with vocabulary linked to one's address.	<ul> <li>Greet the children in English and Spanish</li> <li>Introduce vocabulary words: "street" "road" "village" "town" using appropriate pictures.</li> <li>Review numbers 0- 10 in English.</li> </ul>	<ul> <li>Students repeat words for correct pronunciation.</li> <li>Students match pictures to words.</li> <li>Students count from 1-10 in English.</li> </ul>	Individual	
2. ( 10 mins) Activity	-For students to become familiar with hearing their addresses in EnglishFor students to become familiar with seeing their addresses in English on strips with each address premade by the teacher.	- Instruct children in Spanish and English to take out their scrap books and: -Write their names on the inside cover; -Stick their address strips that she gives each of them on the inside cover.	-Write their names on the inside cover -Stick their address strips and say their addresses with the teacher	Individual	
3. (5 mins) Pair-share	For students to practice saying their addresses to the peers.	Instruct students to practice saying their addresses with the person sitting next to them.	Students say their addresses in English.	Pair	

#### MINI LESSON 3 & 4 (HOW WE ARE DIFFERENT) Stages of the lesson Stage aim (why are Teaching procedures Learner activities Interaction Differentiation by (+ timing) learners doing this?) and teacher's and learner task (material) or language: language: outcome. 1. (10 mins) - To start the lesson - Greet the children - In pairs the children **Pairs** Some students may Activity with a friend to talk know more descriptive - Get them into pairs look at the pictures in about differences. using familiar direct the text with Ako and vocabulary so can give Amoy and Sita and instructions (The longer answers. Ako. They identify pairs should ideally be two friends). differences among - Ask probing them. Engage in questions about how we can be different questioning and and discuss with discussion with the class why it is ok to teachers. be different. 2. (10 mins) Some students may be -For students to - Instruct children in -Draw themselves. Individual Spanish and English to Activity become familiar with -Draw a friend. able to express hearing their addresses -Contrast differences. take out their scrap difference and why -Discuss why they like they like being friends in English. books and: using more English -Draw themselves; being friends. -Talk to the class -Draw a friend: words and phrases. -Contrast differences: afterwards. -Discuss why they like being friends; -Mediate the class discussion afterward.

MINI LESSON 5& 6 (HOW WE ARE THE SAME)						
Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.	
1. ( 4 mins) Starter	- To identify parts of the body in English.	<ul> <li>Greet the children.</li> <li>Show the video         "This is me".         https://www.youtub         e.com/watch?v=Q         kHQ0CYwjal     </li> <li>Ask students to stand up and touch the body part as the boy sings the song.</li> <li>Encourage students to sing and dance along.</li> </ul>	<ul> <li>Stand up and touch the body part as the boy sings the song.</li> <li>Sing and dance along to the video.</li> </ul>	Individual	Students sing and dance along with video.	
2. ( 6 mins) Activity	<ul> <li>To reinforce learning body parts.</li> <li>To revise counting 1-10 in English.</li> </ul>	<ul> <li>Put students into pairs.</li> <li>Instruct each pair in Spanish and English to name the body parts on each other and check how many parts each pair have in common.</li> <li>Review counting from 1-10 in English.</li> </ul>	-Name the body parts on each other and check how many parts each of you have in commonGive score to the teacher at the end.	Pairs	Some students may know all the parts after this exercise.	
3. (10 mins) Activity	-To show how we are more alike that differentTo have students think deeply about how to show love to others since they are people just like them.	- Teacher instructs students in Spanish and English to get into pairs to brainstorm how to show love to others.	<ul> <li>In pairs students brainstorm how to show love to others.</li> <li>They present their ideas in a song or a skit.</li> </ul>		They present their ideas in a song or a skit.	

## 4.2 Sample Unit Infant 1: Term 1 VAPA

UNIT P	LAN (VAPA)
Name of teacher: Mr. Doe	No. students in class: 12
Level of learners: Level 1	Lesson duration: 5 sessions 30 mins. each.
Age of learners: 5-6 years old	Other information about learners: Migrant children at volunteer centers. No interaction with Trinbagonian students at public school
Learning objectives: MINI LESSON 1 (COLOUR) By the end of the lesson pupils will: 1) Identify five basic colours in Spanish (Cognitive/LOTS) 2) Learn English names for five basic colours (Cognitive/ HOTS) 3) Discuss favourite colours (Affective/Psychomotor HOTS)  MINI LESSON 3 (COLOUR COLLAGE) By the end of the lesson students will: 1) Create a collage using coloured cut-outs (Cognitive/HOTS) 2) Sing a song relating to each colour (Cognitive/Affective/HOTS) 3) Discuss how they feel when they look at the collage (Affective/HOTS)	MINI LESSON 2 (COLOUR WHEEL) By the end of the lesson pupils will:  1) Review English names for five basic colours (Cognitive/LOTS) 2) Identify colours on the colour wheel in English (Cognitive/LOTS) 3) List objects that have each of the five colours (Cognitive LOTS)  MINI LESSON 4 & 5 (COLOURS & DANCE/MUSIC) By the end of the lesson students will: 1) Identify five basic colours by name in Spanish and English (Cog./LOTS) 2) Talk about how each of the five colours make them feel. (Aff./HOTS) 3) Create dance expressions to depict how each colour makes them feel. (Psych./HOTS) 4) Create a clapping rhythm when saying the five basic colours. (Psych./HOTS)
<b>Assumed knowledge of pupils:</b> The students are aware of colours, as they activities at home (T.V., colouring books, puzzles, nursery rhymes).	would have used colours in their learning centers as well as in their recreational
Materials: Colour wheel, paints, colour pencils, paper, cut-outs (clouds, the sun, birds, apples, trees), glue, coloured strips, coloured blocks, colour collage.	Potential problems (PP) and solutions (S) (language and/or tasks): Time management is key.
Rationale: These materials are readily available, affordable and easy to manipulate. Students buy them as part of their book list. In addition, the teacher has easy access to all of these materials at school as well.	PP - Students may take long to cut out or colour items. S- Teacher will have cut-outs pre-cut prior to start of class. They can complete the art piece for homework if time runs out.

MINI LESSON 1 (COLOUR)						
Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.	
1. (5 mins) Starter	- To familiarize themselves with the topic for this class.  (NB Classroom is setup with coloured strips all over the floor, coloured cut outs grouped and located in various parts of the class wall, resource corners with coloured blocks and coloured paper as well as paints and colour pencils.)	<ul> <li>Greet the children in Spanish and English</li> <li>Ask them in Spanish if they notice anything different about the classroom today and what they think they would be learning about today.</li> </ul>	Let's explore: Teacher invites students in Spanish and English to walk around the class and familiarize themselves with all the new things they see laid out.	Whole class	None needed at this time.	
2. (10 mins) 'Colores en Español' Activity	To review the five colours in their L1 (Spanish).	- Teacher shows the students the five colours using coloured blocks and sings the names in Spanish one at a time. (blanco, amarillo, rojo, azul, negro) - Teacher pairs students with the person next to them to practice saying/singing the colours in Spanish. Teacher walks around and monitors the pairs where necessary. (Assessment by observation)	<ul> <li>Sing along: Using the coloured blocks (provided on their desk), students listen and repeat (x3). As they say the name of the colour in Spanish, they lift up the matching coloured block.</li> <li>Students practice saying/singing the colours in Spanish with the person next to them.</li> <li>Students say what their favourite colour is in Spanish</li> </ul>	Whole class  Pair  Individual	Coloured paper can be used as well in place of coloured blocks.	

MINI LESSON 1 (COLOUR)							
Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.		
3. (15 mins) Colours in English	To learn the five colours in their L2 (English).	-Teacher shows the students the five colours using coloured blocks and sings the names in English one at a time.  -Teacher pairs students with the person next to them to practice saying. Teacher walks around and monitors the pairs where necessary. (Assessment by observation)	<ul> <li>Sing along: Using the coloured blocks (provided on their desk), students listen and repeat (x3). As they say the name of the colour in English, they lift up the matching coloured block.</li> <li>Students practice saying/singing the colours in English with the person next to them.</li> </ul>	Whole class Pair	Coloured paper can be used as well in place of coloured blocks.		

MINI LESSON 2 (COLOUR WHEEL)							
Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.		
1. (5 mins) Starter	- To familiarize themselves with the topic for this class. (NB Classroom is set up with coloured strips all over the floor, coloured cut outs grouped and located in various parts of the class wall, resource corners with coloured blocks and coloured paper as well as paints and colour pencils.)	- Greet the children in English and Spanish	Let's explore: Teacher invites students to look at and touch the colour wheel	Whole class	None needed at this time.		
2. (5 mins) Review	To review the five colours in their L2 (English).	- Teachers pairs students with the person in front of them to practice saying the colours in English. Teacher walks around and monitors the pairs where necessary. (Assessment by observation)	Students practice saying the colours in English with the person next to them.	Whole class Pair			

MINI LESSON 2 (COLOUR WHEEL)						
Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.	
3. (10 mins) Colour Wheel	To learn the five colours in their L2 (English).	- Teachers groups students (4 groups of 5). Each group has to practice saying the names of the colours in English while colouring their very own colour wheel handout. Teacher walks around and monitors the groups where necessary. (Assessment by observation)	- In their groups, students practice saying the five colours in English as they colour their group colour wheel.	Groups		
4. (10 mins)  Connection to the world	To identify items that are black or white or yellow or red or blue	Teachers asks students to choose a colour and name an object in Spanish or English that has that colour	- Each student will choose a colour and name an object	Individual	There may be a couple of students who may be able to name the item both in Spanish and English.	

MINI LESSON 3 (COLOUR COLLAGE)						
Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.	
1. (5 mins) Starter	- To familiarize themselves with the topic for this class.	- Greet the children in English and Spanish	Let's explore: Teacher writes the word "collage" on the board. S/he pronounces it in English and explains in Spanish what the word means.	Whole class	None needed at this time.	
2. (10 mins) Review	To listen to a song about colours while looking at a collage	<ul> <li>Teacher shows the students an art collage on the board. He sings the "What do you see?" song as he points to various elements in the picture that matches the five colours learnt so far.</li> <li>The teacher projects the words of the song on the white board. He goes through the words of the song with the students and then encourages students to sing along with him.</li> <li>He asks them to identify the five colours that they see, in English, one at a</li> </ul>	<ul> <li>Student listen to the song "What do you see?". They take note of the five colours mentioned.</li> <li>The students repeat the words of the song after the teacher. They then sing along with him.</li> <li>Students identify the five colours that they see in the art collage, in English, one at a time. They observe the teacher take out the item and say the</li> </ul>	Whole class	None needed at this time.	

		time. As the class calls each colour the teacher removes the item that is in that colour from the art collage, holds it up and shows it to the class. He says what it is. For example: Students say: White. Teacher says (while removing coloured cut out): White cloud.	colour and the name of the item from the collage.		
3. (15 mins) Collage	To create their own collage	- Teacher invites groups to create their own collage using the items collected from the resource corner. They can follow the model shown or create a unique one for their group. (Assessment by observation)	-Groups create their own collage using the items collectedGroups present their collage to the class and sing the "What do you see?" songGroups mount their collages on the classroom display board.	Groups	Groups can follow the model shown or create a unique one for their group.

#### MINI LESSON 4 & 5 (COLOUR & DANCE/MUSIC) Teaching procedures and teacher's Stages of the Stage aim (why are learners doing Learner activities and learner Interaction Differentiation lesson this?) language: by task language: (material) or (+ timing) outcome. 1. (5 mins) - To review the content already - Greet the children Let's remember: Whole class None needed - Ask them to remind you about the five learnt. at this time. Starter Students remind the teacher about basic colours they did in their visual arts class in the L2 using the collage and the the five basic colours they did in their "What Do You See?" song they learnt. visual arts class in the L2, singing the - Tells the class they will be talking about "What Do You See?" song they learnt how the five basic colours make them feel and referring to the collage they and they will create dance movements to made.. express those feelings. 2. (5 mins) To create a rhythm when saying the - Teacher demonstrates to the students how Students look, listen and Whole Class A snap rhythm five basic colours. they can create a clapping rhythm when observe. can be used to Rhythm saying the five basic colours. control noise Section levels in the -Teacher invites students to repeat the class. Students to repeat the colours colours and clapping rhythm after him. Whole Class and clapping rhythm after the teacher. - Teacher divides the class into pairs to say the colours and practice the clapping rhythm. Teacher walks around and Pair Pairs say the colours and monitors the pairs where necessary.

(Assessment by observation)

practice the clapping rhythm.

3. (5 mins)  'How do I feel?' Activity	To express how the five colours make them feel.	<ul> <li>Teacher shows the students the five colours using coloured blocks and sings the "How do you feel?" song.</li> <li>Teachers pairs students with the person next to them to practice saying/singing the colours in the L2. Teacher walks around and monitors the pairs where necessary. (Assessment by observation)</li> <li>Teachers invites the pairs to talk about how the five colours make them feel. The pairs then share with the class.</li> </ul>	<ul> <li>Students share how they feel when they see each colour.</li> <li>Students practice saying/singing the colours in the L2 with the person next to them.</li> <li>The pairs talk about how the five colours make them feel. The pairs then share with the class.</li> </ul>	Whole class Pair	Coloured paper can be used in place of blocks as well.
4. (15 mins) "Let's dance" Activity	To create dance expressions for how the five colours make them feel.	<ul> <li>The teacher sings the how do you feel song and as he says each colour he creates a dance expression to depict how it makes him feel.</li> <li>Teacher pauses (providing think time), and then ask a strategic question, pausing again. (How do you feel when you see?)</li> <li>Teachers groups students (4 groups of 5). Each group has to practice saying the names of the colours in English and come up with a dance expression for how each makes them feel. Teacher walks around and monitors the groups where necessary. (Assessment by observation)</li> <li>Teacher invites groups to present their dance expressions to the whole class and to say the five colours in English.</li> <li>The teacher invites the class to repeat the five colours as a whole class. (Assessment by observation)</li> </ul>	<ul> <li>Students listen, observe and model the dance expressions.</li> <li>Students think about what the teacher asks them and asks for clarification of new content if they need it.</li> <li>In their groups, students practice saying the five colours in English as they create dance expressions to show how each makes them feel.</li> <li>Groups present their dance expressions to the whole class and say the five colours in English.</li> <li>The whole class repeats the five colours after the teacher.</li> </ul>	Whole class Individual Group Group Whole Class	A video of dance associated with colours and feelings can be used.

5. (25 mins) Unity in Dance Activity	To create one dance piece using the dance expressions created by students in their groups.	<ul> <li>Teacher tells the class that they will take once dance expression form each group to come up with one dance piece for the whole class to do.</li> <li>The teacher invites the groups to train the whole class to do their dance expression for the particular colour they chose.</li> <li>He asks them to identify the five colours that they see, in English, one at a time. As the class calls each, they must depict the dance expression for it. He says what it is.</li> </ul>	<ul> <li>Each group decides which colour they wish to depict in the unity dance.</li> <li>The students practice the unity dance moves for each colour.</li> <li>Students identify the five colours that they see, in English, one at a time. They depict the dance expression for that colour in the unity dance.</li> </ul>	Group  Whole Class  Whole Class	Additional practice can be given by having groups practice before the lesson continues.
6. ( 5 mins) Closure	Review of five colours learnt to ensure accuracy of learning.	- Teachers engages students in the unity. As he sings the "How do you feel song?", the class does the dance expression for it.	- Students engage in the unity. As the teacher sings the "How do you feel song?", the class does the dance expression for it.	Whole class	Students may choose to clap if they do not wish to do the unity dance but they must say the colour.

## 4.3 Sample Individual Lesson Plans

ics)
s in class: 15
tion: 30 mins
nation about learners:  dren at volunteer centers.  on with Trinbagonian students at public school, so little contact with

#### Learning objectives:

By the end of the lesson pupils will:

- 1) Identify different parts of a Math worded question (Cognitive/LOTS)
- 2) Review 5 important vocabulary words (Cognitive/LOTS)
- 3) Set up a worded problem in a "tens-ones" table using the "start" and "change" and then calculate the sum (Cognitive/HOTS)
- 4) Discuss as a class what is the "start"; the "change" and the "result" in a worded problem (Cognitive/HOTS)
- 5) Work cooperatively in groups (Affective)

## Assumed knowledge of pupils:

- 1) Students can count to 100 in English.
- 2) Students have done simple addition using units and tens.
- 3) Students have been learning the names and spelling of different local fruits.

Materials, Mathematics toythook approved by the Ministry of Education	Detential problems and colutions (language and/or tooks):
Materials: Mathematics textbook approved by the Ministry of Education:	Potential problems and solutions (language and/or tasks):
Exploring Mathematics: Lower Primary level. (Fernandez, J. 2019)	
	Math worded problems require reading, comprehension and Math skills. Not all
	students have the same level of English reading and comprehension, but they all
	have the same computation level.
	have the same computation level.
	The majority of the class will do one worded problem individually, the struggling
	learner will get help from the teacher and the advanced learner will have the
	option to do two worded problems.

Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.
1. (7 mins) Starter	Example - To review the current knowledge of the student To introduce/ revise vocabulary for this lesson.	<ul> <li>Example</li> <li>Greet the children</li> <li>In English, the teacher will put into groups of three and ask them to solve 51+23 using their "tens-ones" table.</li> <li>The teacher will have a chart with a picture of a football, a sticker, a fruit vendor, a mango and a pommerac. She will say the name of each one at least three times.</li> </ul>	<ul> <li>Example</li> <li>In groups of three children solve the problem in their books.</li> <li>One student from each group will give the answer in English.</li> <li>One student from each group will volunteer to stick strips with the name of each item next to the word on the chart.</li> </ul>	Example Groups	Example Most students will already know these words but the teacher will still repeat for accuracy of pronunciation.
2. (10 mins) Concept Teaching	To introduce students to the parts of a worded problem using the first sum in the text as an example.	<ul> <li>-The teacher will demonstrate the "start" and the "change" in the first worded problem first in Spanish, then in English.</li> <li>- She will draw a "tens-ones" table and get the "result".</li> </ul>	-Students will read the worded problem in English, noting the "start" and "change"Students will put the various parts of the word problem in their own tableStudents can talk among themselves in their groups as they do this.	Groups	
3. (8 mins) Activity	To allow students to individually 1) work out the different parts of the word problem, 2) calculate the problem.	-The teacher will read the second problem first in Spanish, then in English for the students to solve.  -She will assist the struggling learners in this task.	-Students will identify parts of this problem and calculate the sum suing the "tens-ones" table.	Individual	Advanced learners can do the third sum if they finish before time. They may need help with the words "telephone wire"
4. (5 mins) Concept check Closure	To ensure that all students have identified the main parts of the problem correctly and have calculated accurately.	-The teacher will ask the third child from each group who did not participate before to give the "start" "change" and "result" in English of the sum. -The teacher will use probing questions to ensure that all students understand the concept.	Students will ask questions of anything they need clarified.	Whole class	

#### Worded Problems for Lesson Activities

- 1. Gary has 20 football stickers. He got some more from his friend. He now has 36 stickers. How many stickers did his friend give him?
- 2. Mummy bought 15 mangoes from the fruit vendor. She bought some pommeracs from him. She now has 27 fruits. How many pommeracs did mummy buy?
- 3. Twenty-three birds were on the telephone wires. Some more birds came on the wire. There were now 39 birds. How many more birds came on the wire?

LESSON PLAN (ELA)					
Name of teacher: Mr. Doe	No. students in class: 15				
Level of learners: Standard 2	Lesson duration: 30 mins				
Age of learners: 8-9 yrs.	Other information about learners (not compulsory- mention special needs, etc.): Migrant children at volunteer centers. No interaction with Trinbagonian students at public school.				
Materials: <a href="https://www.englishwsheets.com/present-simple-1.html">https://www.englishwsheets.com/present-simple-1.html</a> In the text, Peter speaks about his daily routine for the week. He uses the present simple tense.	Potential problems and solutions (language and/or tasks):  Some students may still be struggling with the simple present tense.  The teacher will review the "habitual" nature of this tense and will give the verb vocabulary (eat, brush (my) teeth/hair, dress, etc.).				

Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.
1. (10 mins) Starter	- To evaluate current knowledge of the content. -To review "habitual" nature of the present tense. -To review verb vocabulary in relation to daily routine.	<ul> <li>Greet the children in English.</li> <li>Discuss "habitual" present tense.</li> <li>Review verb vocabulary in preparation for reading text.</li> <li>Write all verbs on the board.</li> </ul>	- Whole class discussion about their daily routine as they review the verbs	Whole class	Show a video on daily routine.
2. (10 mins) Activity	-To practice readingTo monitor comprehensionTo review habitual present tense.	<ul> <li>Guides read aloud activity.</li> <li>Monitors to ensure all students are keeping up with the reading.</li> </ul>	<ul> <li>Whole class read aloud</li> <li>Whole class discussion of Peter's daily routine</li> <li>Students and teacher orally engage with the questions at the end of the text</li> </ul>	Whole class	A couple of students may need individual reading session with the teacher after.
3. (10 mins) Activity	<ul><li>-To create graphic organisers to show their routine each day.</li><li>- To practice writing words associated with daily routine.</li></ul>	- Teacher walks around to each student noting any areas of difficulty and assisting where necessary. (Assessment by observation)	- Students put information in their GO: a seven-day calendar for their routineStudents input daily routine for each day in English. They can drawer pictures to go along with their sentences.	Individual	

	GRAPHIC ORGANIZER: MY DAILY ROUTINE						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	

LESSON PLAN (Science)					
Name of teacher: Mr Doe	No. students in class: 15				
Level of learners: Standard 2	Lesson duration: 40 mins				
Age of learners: 8-9 yrs.	Other information about learners: Migrant children at volunteer centers.  No interaction with Trinbagonian students at public school, so little contact with English.				

- Learning objectives:

  By the end of the lesson pupils will:

  1) Identify the three states of matter. (Cognitive/LOTS)

  2) Differentiate among solids liquids, gases. (Cognitive/HOTS)

  3) Give examples of changes in states of matter from heating and cooling. (Cognitive/HOTS)

Assumed knowledge of pupils:
1) Students are aware of how things feel: texture, soft/hard...

Materials:	Potential problems and solutions (language and/or tasks):
Microwave	Students may not grasp the concepts as explained in English. The teacher can do so in
Ice cubes in a glass	Spanish or using video resources in their first language.
Bowl of warm water	
Glass of water	
Empty Glass	
Timer	
Class copy of the Solid, Liquid, Gas? worksheet	
Class copy of the What's a Solid? Worksheet	
Class copy of the What's a Liquid? worksheet	
Class copy of the What's a Gas? worksheet	
Drawing Solids, Liquids, and Gases worksheet	
(optional, for differentiation)	
Worksheets available at <a href="https://www.education.com/worksheets/">https://www.education.com/worksheets/</a>	
Paper	
Computer	

Stages of the lesson (+ timing)	Stage aim (why are learners doing this?)	Teaching procedures and teacher's language:	Learner activities and learner language:	Interaction	Differentiation by task (material) or outcome.
1. (5 mins) Starter	- To introduce todays lesson To introduce some of the vocabulary related to the topic.	<ul> <li>The teacher shows the class three glasses: one glass has ice cubes, one has water and the third is 'empty'.</li> <li>He explains to the class that everything exists in a state of matter using the three gasses.</li> <li>The ice cubes represent solids.</li> <li>The water represents liquids.</li> <li>The 'empty' glass represents gases. Gases are states of matter even if they cannot be seen.</li> </ul>	Students listen and engage in discussion with the teacher about the three states of matter.	Whole Class	The vocabulary will be written on the board and repeated with the entire class. States of matter: Solids Liquids Gases
2. (5 mins) Stage 1 Characteristics of each state of matter.	To introduce students to the characteristics of the three states of matter.	<ul> <li>The teacher shows the students a video on the topic.</li> <li><a href="https://www.youtube.com/watch?v=JQ4WduVp9k4">https://www.youtube.com/watch?v=JQ4WduVp9k4</a></li> <li>Place students in pairs to discuss the states of matter and identify at least one characteristics of</li> </ul>	- Students look at a video on the topic  - In pairs, students discuss the states of matter and identify at least one characteristics of each state of matter.	Whole Class Pair	Teacher can use the three glasses to reemphasize the points addresses in the video.
3. (10 mins) Activity	To allow students to concretize understanding of the topic.	each state of matter.  -The teacher asks students to complete the solids, liquids and gas worksheets in pairs.  Worksheets available at https://www.education.com/worksheets/	Pairs complete the solids, liquids and gas worksheets.	Pair	Pair work allows those students who did not fully understand the topic to get support from a peer during the activity
4. (10 mins) Activity	To allow students to understand how states of matter change.	-The teacher poses the following question: Can a solid turn into a liquid?  -Give students time to think, pair with a partner	-Students listen to the teacher.	Whole class Pair	

		to discuss, and then share with the	-In pairs students discuss if a solid turn		
		whole group.  -Explain that a cube of ice can turn	into a liquid then share with the whole group.	Whole class	
		into a liquid with heat. Place a cube of ice in warm water, and have your students observe it for 2 minutes. Show your students how the ice is starting to melt.	- Students observe the teacher's demonstration.	Pair	
		-Ask your students if a liquid can turn into a gas. Have them think, pair with a partner to discuss, and share with the whole group.	-In pairs students discuss if a liquid can	T dii	
		-Then, demonstrate the change in the state of matter by placing a glass of water in a microwave. Set the	turn into a gas then share with the whole group.	Whole class	
		microwave. Set the microwave to 3 minutes. Take out the cup and show students that the bubbles formed on top of the water consist of gas.	- Students observe the teacher's demonstration.		
5. (5 mins) Assessme		-Ask your students to give an example of a time when a solid can change into a liquid. Have them explain when a liquid can change into a gas. Instruct them to write down the answers on a sheet of paper.	-Students to give an example of a time when a solid can change into a liquid. Have them explain when a liquid can change into a gas. Instruct them to write down the answers on a sheet of paper.		Students can draw how this happens.
6. (5 mins) Closure	To summarize all that was learnt in today's class.	-Go around the class, and ask your students to give an example of a solid, a liquid and a gas.	-Each student gives an example of a solid, a liquid and a gas.		

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## **Important Web-based Resources**

#### **Content and Language Integrated Learning Resources**

## Three Clil4U videos demonstrating CLIL in Classes:

Electricity and Energy Saving (Primary schools)

https://youtu.be/jMpbExcSb-w

Techniques for the Art Class (Primary schools)

https://youtu.be/a2UPHrN7T3A

Trial and error (Primary schools)

https://youtu.be/Lf\_a9-nXwuY

#### Additional video resources:

Hands-on CLIL Classes

This video below shows CLIL used in a Danish primary school.

**CLIL in a Primary School** (KGS – Kroggaardskolen, Denmark):

https://vimeo.com/111743742

#### **Interview with CLIL Content Teacher:**

Content Teachers from a Spanish Primary School (ZOLA, part of CECE – Confederación Española de Centros de Enseñanza, Spain):

https://vimeo.com/110462010

#### **Interviews with Students and Parents in a Primary School**

Students and parents from ICMB (Istituto Comprensivo Montegrappa Bussero, Italy): <a href="https://vimeo.com/111024548">https://vimeo.com/111024548</a>

## **National Primary School Curriculum Resources**

Ministry of Education Student Learning Management System
<a href="https://learn.moe.gov.tt/">https://learn.moe.gov.tt/</a>

Ministry of Education National Primary School Curriculum Guides

https://www.moe.gov.tt/curriculum-quides/

Ministry of Education National Primary School Instructional Toolkits

https://www.moe.gov.tt/instructional-toolkit/

#### **Useful Sites for Instructional Resources**

Visual Images <a href="http://clipart-library.com/">http://clipart-library.com/</a>

https://pixabay.com/ https://unsplash.com/

Digital Resources <u>www.nearpod.com</u>

www.flipgrid.com

www.jeopardylabs.com

Games <a href="https://kahoot.com/">https://kahoot.com/</a>

https://quizizz.com/

https://goformative.com/