



Project: Concertina shop book

Learning outcomes

By the end of the project, children will have:

- practised language from Units 7–12 through a group project
- developed their skills in maths and art
- broadened their knowledge of the world
- written their own page of a story
- discussed their story in groups and presented it to the class
- read other groups' books



CLIL focus

Maths: telling the time to the half hour

Knowledge and understanding of the world: shopping

Art: drawing, cutting, colouring/painting, sticking, making a book

Skills focus

Listening: instructions, ideas, descriptions, stories

Speaking: discussing ideas, presenting, describing, asking and answering questions

Writing: a story

Reading: stories

Language focus

Vocabulary

Telling the time: *half past, o'clock*

Numbers: *1–12*

Days of the week: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

Shops: *bike shop, bookshop, cake shop, clothes shop, computer shop, shoe shop, supermarket, sweet shop, toy shop*

Things to buy in the different shops: *bike, biscuit, book, boots, bun, cake, car, chocolate, computer game, doll, ice cream, sandals, shoes, sweets, trainers, train, words for food and clothes*

Action verbs: *buying, climbing, doing, jumping, holding, looking, playing, running, sitting, walking, watching, writing*

Adjectives: *big, delicious, enormous, funny, great, lovely, small, colours*

Grammar

What's the time?

It is half past two.

You can buy computer games.

There are toys in/on/under/behind/next to the box.

There is a cake in/on/under/behind/next to the box.

Are they shopping? Yes, they are. No, they aren't.

She's buying a dress. They are reading a story.



Teaching notes

Materials

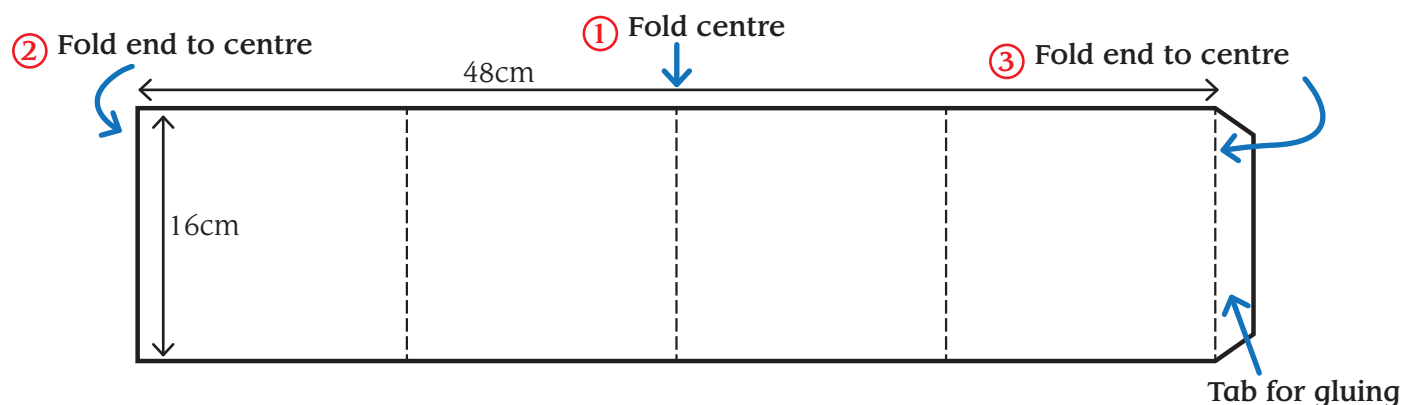
Template: concertina book page (one per child)

For each group: 50cm x 16cm strong paper; 48cm x 16cm strong paper; two pieces of 11cm x 15cm card for the front and back covers; scissors; glue; pencils and pens; coloured pencils or paints

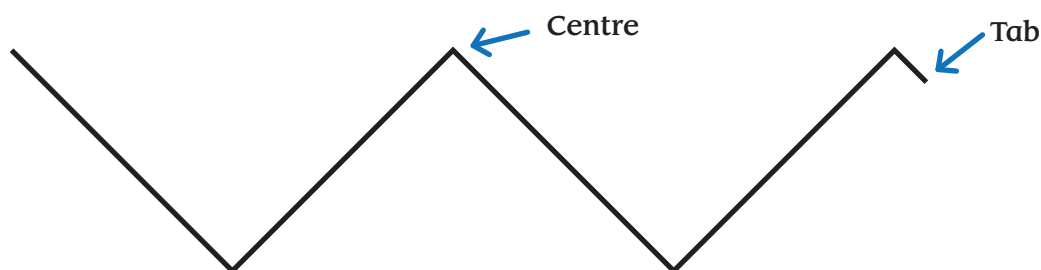
Before the lesson

Make one concertina book per group.

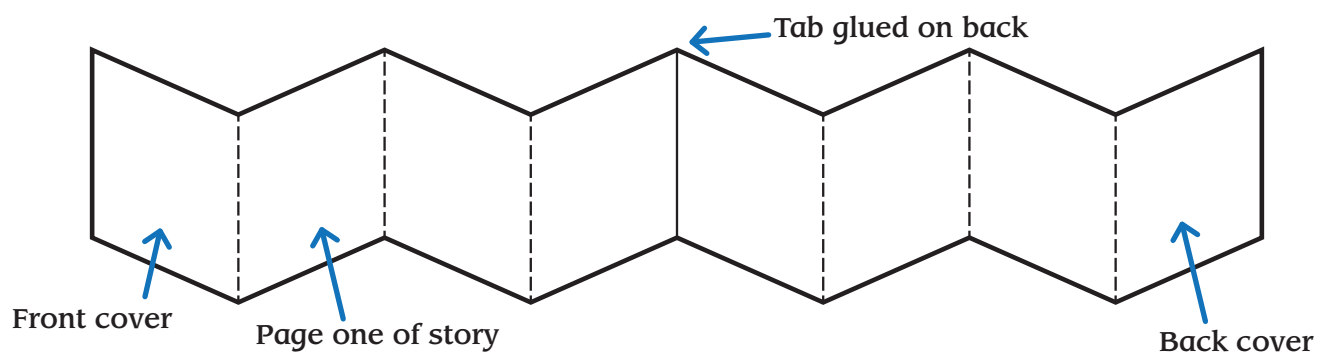
Cut a piece of strong paper, 50cm x 16cm. Leave a 2cm tab on the end for gluing. Fold in half and fold the ends to the centre, like this:



From on top, it should look like this:



Cut another piece of the same paper, 48cm x 16cm (no tab). Fold as before. Glue the two pieces together, to look like this:



Cut two pieces of card, about 11cm x 15cm, for the front and back covers. The children will decorate and stick these onto their finished book.



Lesson plan

Class warm-up

Ask the children what they like to do at the weekend. Try to elicit shopping and then different types of shops. Write them on the board.

Group work

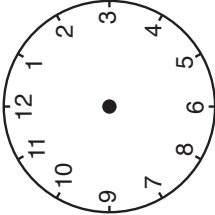
- 1 Divide the class into groups of six children. Each group chooses a different type of shop.
- 2 Give out one concertina book page template per child. Explain that these will each form a page of their story.
- 3 Children plan their story in their groups. They decide the day of the week and what time each child will draw on the clock at the top of the page.
- 4 Each child draws the time on their clock. They write the time in words: *It is ...*
- 5 In their groups, children then decide what could happen in their shop at the times they have chosen.
- 6 Each child draws a picture for the time they have chosen. Ask them to write about it on the lines underneath. Encourage them to use action verbs to describe what the people are doing. They can add speech bubbles.
- 7 When they have finished their pages, give each group one concertina book and front and back covers. Children stick their pages in the correct order in the book.
- 8 Children write a title and their names on the front cover. They decorate the front and back covers, and stick them on to complete the concertina book.
- 9 Groups present their book to the class. They must give the name of the week and describe what the shop sells. Each child describes what is happening in their own picture and reads their page.
- 10 Ask the group and class questions: *What time is it? What is she doing? What are they doing? Is he shopping?* Encourage children to answer in full sentences. The class asks questions, and says which part of the book they like best.

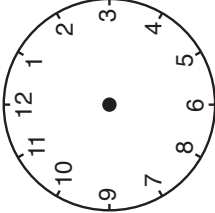
Follow-up

Display the books in the classroom. Children read other groups' books.



Concertina book page

	It is _____
	In the shop _____

	It is _____
	In the shop _____

