

Unit 15 – Andiamo a scuola (On the way to school)

About the unit

In this unit children learn to say the alphabet in Italian and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school. They learn some strategies for keeping a conversation going.

Where the unit fits in

Children have learnt about ways of getting to school in Unit 7, and in this unit they describe places that they pass on the way. They might exchange information about their local area with an Italian-speaking partner school. They consolidate number work covered in Unit 9 by counting in multiples of 10 to 100. Children have learnt how to tell the time on the hour in Unit 11, and in this unit they say the time on the half-hour. They learn the alphabet and begin to spell some simple words.

Prior learning

It is helpful if children already know:

- numbers to 100
- *la scuola*
- ways of travelling to school
- how to tell the time on the hour.

New language

- Describing a journey (to school)
- Telling the time on the half-hour
- Simple directions
- Using repair strategies to keep a conversation going
- The alphabet
- Adverbial phrases of time
- Phonic focus: using knowledge of phoneme–grapheme correspondence to synthesise words

Resources

- Alphabet song or rap
- Alphabet chart
- Flashcards or images of symbols representing places in the locality
- 6x6 and 10x10 grids
- Simple map of the locality showing a real or imagined journey to school
- Mini-flashcards of map symbols
- Word and text cards about a journey to school
- Large clock face

Links with other subjects

Primary framework for literacy: show relationships of time, reason and cause through subordination and connectives (year 3).

Primary framework for mathematics: recognize horizontal and vertical lines; describe and identify the position of a square on a grid of squares (year 4).

Geography: use atlases, globes, maps and plans at a range of scales.

PSHCE: develop good relationships and respect differences between people; think about the lives of people living in other places and times, and people with different values and customs.

Expectations

At the end of this unit

Most children will: understand numbers in multiples of 10 to 100, count and use these out of sequence; understand and give simple directions to some places in the immediate locality; politely say that they don't understand and ask for something to be repeated; take part in a brief prepared task.

Some children will not have made so much progress and will: understand and respond to simple questions with prompts and single-word answers; understand and say numbers when prompted; understand directions and copy single words with some support.

Some children will have progressed further and will: use numbers confidently; use short sentences when asking and answering questions; show understanding of a short text containing familiar and unfamiliar language; give information in written form

Language

Core language

<i>Quando vado a scuola</i>	When I go to school
<i>passo</i>	I pass
<i>davanti a</i>	in front of
<i>dopo cinque minuti</i>	five minutes later
<i>vero</i>	true
<i>falso</i>	false
<i>a destra</i>	(to / on the) right
<i>a sinistra</i>	(to / on the) left
<i>tutto dritto</i>	straight ahead
<i>Sono le cinque e mezza</i>	It's half past five
<i>Alle undici e mezza</i>	at half past eleven
<i>Non ho capito</i>	I don't understand
<i>Può ripetere, per favore</i>	Repeat that, please
<i>Puoi ripetere, per favore</i>	Repeat that, please

Additional language for this unit

<i>un negozio</i>	a shop
<i>un bar</i>	a café
<i>un museo</i>	a museum
<i>un ufficio postale</i>	a post office
<i>un ponte</i>	a bridge
<i>una stazione (ferroviaria)</i>	a train station

Additional language for teachers

<i>Il numero... Che lettera è</i>	Number... which letter is it?
<i>la casella</i>	the square (in a grid)
<i>(io) attraverso</i>	I cross
<i>dopo</i>	after that
<i>il passaggio pedonale</i>	the zebra / pedestrian crossing

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Alphabet			
<ul style="list-style-type: none"> to develop accuracy in pronunciation and intonation (KAL) to practise new language with a friend and outside the classroom (LLS) 	<ul style="list-style-type: none"> Children listen to a recording of an Italian alphabet song or rap. Divide the alphabet into manageable sections. Practise the alphabet section by section as a class. Allocate sections to different groups and repeat the alphabet song. Each group joins in with their section. Reinforce the alphabet by adapting some of the games used to teach numbers (see Unit 1). Play Alphabet Ping-Pong where you 'bat' the first letter to children and they 'bat' back the second, and so on. Combine revision of numbers and the alphabet by displaying an alphabet chart with each letter numbered in sequence e.g., A = 1, B = 2, etc. Ask children e.g. <i>Il numero 15 che lettera è?</i> (Number 15 which letter is it?) Provide some children with individual alphabet strips as extra support. Give children a sequence of numbers that spell out a familiar word e.g., 3, 9, 1, 13 = <i>ciao</i> In pairs, children use mini-whiteboards to work out their own coded words. They call out the numbers for other children to crack the code. Provide some children with a list of codes and possible answers. Extension: Play The Cat's Whiskers as a class (see 'Points to note'). Revise numbers 10 to 100 by counting in multiples of 10. Encourage children to count both forwards and backwards. Play <i>Mostrami</i> (Show Me), where children write the number that you call on a mini-whiteboard. Extension: In pairs, child one traces the shape of a number on their partner's back. Child two identifies which number it is in Italian. Confident children should also be encouraged to spell out each letter of their chosen number on their partner's back. A written model should always be provided on the board to ensure that they use spellings accurately. As an alternative, children could do this on each other's wrists (the partner must keep their eyes closed and only open them to refer to the board after each letter has been drawn and at the end of the word) or in the air. 	<ul style="list-style-type: none"> identify and pronounce accurately multiples of 10 to 100 identify and pronounce some of the letters of the alphabet 	<ul style="list-style-type: none"> Grammar point: In Italian, the personal pronoun (<i>io, tu, etc</i>) may be omitted. It is important that children learn to notice that it is the verb ending which indicates the subject. (Where included in the unit, the personal pronoun is shown for your reference.) If you are unable to find a recording of an alphabet song or rap, set the alphabet to a well-known tune and sing it. Follow-up: Throughout the week, children practise the alphabet and numbers by making up more codes for others to crack. The Cat's Whiskers is an alternative to Hangman. The game finishes when each part of the cat's face, including whiskers, has been drawn. Follow-up: Begin to create a class alphabet for display. Each child takes a letter and chooses three familiar words to write alongside it. They add an illustration. This can be done with ICT. With presentation software it is possible to display a hyperlink only when the mouse is held over it and return instantly to the top page. This would let children see the related numbers and letters immediately and would reinforce the link.

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Section 2. Features in the locality			
<ul style="list-style-type: none"> • to listen attentively and understand more complex phrases and sentences (O5.3) • to manipulate language by changing an element in a sentence (KAL) • to develop accuracy in pronunciation and intonation (KAL) 	<ul style="list-style-type: none"> • Display a 6x6 grid. Label the squares on the horizontal axis with letters. Label those on the vertical axis with numbers. Write a selection of letters and multiples to 100 in the squares. Cover them with a piece of paper or, if using the interactive whiteboard, an auto shape. Ask children to give the coordinates of one of these squares. Uncover the square and children identify the number or letter. • Display a 10x10 grid. Label the squares on each axis with multiples of 10 to 100. In some of the squares, place flashcards or images of map symbols showing features of the locality e.g., <i>un negozio, un bar, un museo, un ufficio postale, un ponte, una stazione ferroviaria</i>. Uncover and name the symbols that correspond to coordinates suggested by children. They repeat the name and choose an appropriate action to help them remember. Some children may benefit from a visual reminder that they should name the horizontal axis first. Others may need a prompt sheet showing the written words corresponding to the multiples of 10. • Use the grid again and give children a coordinate. They name the symbol. • Give some statements about the grid e.g., <i>Nella casella 20, 30 c'è un ufficio postale</i> (There is a post office in square 20, 30). Children reply with <i>vero</i> if it is true and <i>falso</i> if it is false. • Extension: Give children the opportunity to extend their reply e.g., to <i>No, nella casella 20, 30 c'è un ponte</i>. If the grid has been made as an interactive whiteboard file, hide the cells with a mask and reveal them to verify whether children are right or wrong. • Extension: Children prepare their own grids and make up some statements about them. They share these with a partner who decides whether they are true or false. • Extension: Find a map of the locality using an internet street finder. Put the school in the locality and save the screen onto an interactive whiteboard file. Get the children to recall what places are to be found in different streets. • Extension: Play The Cat's Whiskers, with children taking the teacher's role (see previous section). 	<ul style="list-style-type: none"> • recognize if a statement is true or false • pick out key words when listening • identify and pronounce the names of some places in the locality 	<ul style="list-style-type: none"> • Follow-up: Throughout the week, look at the grid and practise the questions. • The second activity could be done very effectively on an interactive whiteboard

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Section 3. Journey to school			
<ul style="list-style-type: none"> •to listen attentively and understand more complex phrases and sentences (O5.3) •to make simple sentences and short texts (L5.2) •to look at further aspects of their everyday life from the perspective of someone from another country (IU5.1) •to develop accuracy in pronunciation and intonation (KAL) •to look and listen for visual and aural clues (LLS) 	<ul style="list-style-type: none"> • Revise and practise the names of the map symbols from the previous session. • Display a simple map with appropriate symbols showing a real or imagined journey to school. Explain to the class (clearly and slowly) e.g., <i>Quando vado a scuola passo davanti a una chiesa e a dei negozi. Cinque minuti dopo passo davanti ad una stazione ferroviaria. Attraverso un ponte e passo davanti a un bar. Attraverso la strada al passaggio pedonale e poi arrivo a scuola.</i> (When I go to school, I pass in front of a church and some shops. Five minutes later I pass in front of a train station. I cross a bridge and, after that, I pass in front of a café. I cross the street at the pedestrian crossing. Then, I arrive at school.) • Give children a selection of mini-flashcards of map symbols included in the above description. Cover up the map and re-read the description of the journey. Children sequence their mini-flashcards. Discuss the new vocabulary, such as <i>passaggio pedonale</i>. Ask children how they worked out the meanings. • Revise the question <i>Come vieni a scuola?</i> and the answers <i>Vengo a scuola in autobus</i>, etc (see Unit 7). Explain to children that they will be using <i>Vengo...</i> to build sentences about their journey to school. • Model the description of a journey to school again. Give children word cards in random order to build a sentence about this journey. Call out a sentence and children arrange themselves in the right order. The class read the sentence aloud. • Select one of the children to return to their place so that their text card is no longer visible. The class re-read the sentence and fill in the missing word. Repeat the activity until all of the children are sitting down. • Discuss with children how useful they found the above activity for memorising language. Ask them to suggest other ideas. • Revise times on the hour with a large clock face. Model the time on the half-hour and children repeat in chorus and individually <i>Sono le cinque e mezza</i> (It is half past five). Perform a Mexican Wave (see Unit 3, Section 5) in which each child quickly stands up, says a time on the hour or half-hour and sits down again. Some children will make up their own time and others will prefer to say one that you show on the clock face. 	<ul style="list-style-type: none"> • pick out key words when listening to a short text • build a sentence using word cards • use strategies to aid memorisation • identify similarities and differences in journeys to schools 	<ul style="list-style-type: none"> • Children can compare their journeys to school with those of their counterparts in an Italian-speaking partner school. Alternatively, they can look at photographs on the internet of children in different countries walking to school: www.iwalktoschool.org. • In English, children discuss their journeys to school. They should consider the following aspects of their journey and how these might be similar or different from the experiences of children in another country: <ul style="list-style-type: none"> • <i>how they travel</i> • <i>who they travel with</i> • <i>what type and amount of traffic that they see</i> • <i>who or what helps them on their journey (school patrol officer, zebra and pedestrian crossings)</i> • <i>what they carry with them.</i> • Data could be collected on how children get to school. The data could be displayed in a bar chart, pie chart or pictogram and shared with a partner school.

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	<ul style="list-style-type: none"> Model how to say at what time you go to school e.g., <i>Vado a scuola alle otto e mezza</i> (I go to school at half past eight). Repeat, using some pictures of children. Ask a confident child <i>A che ora vai a scuola?</i> (What time do you go to school?) repeat with volunteers around the class. 		<ul style="list-style-type: none"> Links with literacy work: The third and last activities link to writing descriptions in year 3. When asking children what time they go to school, encourage them to practise times on the hour and half-hour. Telling the time on the quarter-hour and in minutes is introduced in Unit 19.
Section 4. Following directions			
<ul style="list-style-type: none"> to listen attentively and understand more complex phrases and sentences (O5.3) to make simple sentences and short texts (L5.2) to apply knowledge of rules when building sentences (KAL) 	<ul style="list-style-type: none"> Play Pass the Sentence Parcel. Cut up some phrases and sentences from a text describing a school journey (this could be the one from the previous session) and put them in a bag. Ensure that one of the sentences starts with the phrase <i>Quando vado a scuola passo davanti a...</i> Children pass the bag around as you play some Italian music. When the music stops, the child holding the bag pulls out a phrase or sentence and comes to the front to stick it on the board. Children try to arrange the cards so that a meaningful text is eventually revealed. The class read the completed text aloud. Children work in pairs with mini-flashcards of map symbols. One child chooses two symbols and the other builds a sentence e.g., <i>Quando vado a scuola passo davanti a una stazione ferroviaria, a un bar</i>. Less confident children can use one symbol to make their sentence. Some may benefit from having a copy of the first part of the sentence as a prompt. Extension: Children include three or four symbols in their dialogues. Use a simple map of the immediate locality to describe a journey to school and, this time, include directions e.g., <i>(Io) giro a destra e passo davanti ai negozi proseguo tutto dritto e attraverso la strada al passaggio pedonale</i> (I turn right and pass in front of the shops. I continue straight ahead and cross the street at the pedestrian crossing.) Ask children what they think the new words mean. Practise <i>a destra</i> and <i>tutto dritto</i> and introduce <i>a sinistra</i> by inviting children to respond to instructions such as <i>girare a destra</i>. Play the game again, with children playing the part of the teacher. 	<ul style="list-style-type: none"> create oral sentences using picture prompts understand language that includes unfamiliar phrases follow simple directions write words, phrases and sentences using a model 	<ul style="list-style-type: none"> Another version of the directions activity could be played by setting out PE mats in the hall, leaving 'pathways' between them. Children could take turns to be a 'robot', with the rest of the class giving directions to the robot to help him / her navigate a pathway through from one end to the other using simple instructions. Follow-up: Throughout the week, children practise giving each other directions around the classroom or by moving a counter on a simple map. Follow-up: Children draw a map of their journey to school and annotate the main features in Italian. Links with literacy work: The first, fourth, seventh and eighth activities link to work on descriptive writing in year 3.

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	<ul style="list-style-type: none"> • Extension: Display words and phrases to help children build and write simple descriptions of their journey to school. Model this, with suggestions from children. Encourage some children to add a time connective such as <i>cinque minuti dopo</i>. • Extension: Children write their descriptions. Invite a few to read them aloud. Some children may benefit from having individual word and phrase cards to build a text that they can then copy. Others may find it helpful to have a cloze text (a text with gaps to be filled) where they fill in places in the locality and directions. 		<ul style="list-style-type: none"> • Use the interactive whiteboard to model these sophisticated compound sentences. If the children can see a screen with a map showing the relevant features, they can plot their journey with a whiteboard pen and record their voices. The sequence can be saved and played back for evaluation and also saved as evidence of achievement. • For the final extension activity, use presentation software or the interactive whiteboard to model the descriptions and then to make a cloze procedure.
Section 5. Saying that you don't understand			
<ul style="list-style-type: none"> • to write words, phrases and short sentences, using a reference (L5.3) • to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1) • to manipulate language by changing an element of a sentence (KAL) • to ask for repetition and clarification (LLS) 	<ul style="list-style-type: none"> • Invite a confident child to give a description of their journey to school. Then ask them to say it again in English. • Children discuss the clarity of both descriptions. Elicit from them the importance of clarity when giving information. Draw attention to the fact that, although the Italian description was very simple, meaning was still conveyed. The class consider the communication skills they would need to describe their journey to school to a non-native speaker of English e.g., slow and careful speech, use of intonation and gesture. Invite a volunteer to model how they would describe their journey to school to a non-native English speaker. Children role-play this situation in pairs. • Invite one or two pairs to demonstrate their role-play. Ask children what they can do if they don't understand what someone is saying e.g., ask them to speak more slowly. Teach them <i>Non ho capito</i> (I don't understand), <i>Può ripetere per favore?</i> (Repeat that, please). • Extension: Children create role-plays in which they ask and provide information about themselves. They include asking for something to be repeated and saying that they don't understand. 	<ul style="list-style-type: none"> • understand the importance of good communication skills and apply these in a role-play situation • know how to ask for repetition and clarification 	<ul style="list-style-type: none"> • The reason for asking children to talk about their school journey in English as well as in Italian is so that they notice the incidental language that native or proficient speakers include. • Follow-up: Throughout the week, children continue working on their descriptions and have opportunities to read them aloud to the class. • Follow-up: Children imagine what a child whose first language is not English feels like when they come to stay with a family or arrive for their first day in school. In pairs, children role-play the situation and discuss ways of supporting the new arrival.

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Section 6. Preparing a short presentation			
<ul style="list-style-type: none"> • to prepare a short presentation on a familiar topic (O5.4) • to write words, phrases and short sentences using a reference (L5.3) 	<ul style="list-style-type: none"> • Children use their texts from Section 4 to create a presentation about their journey to school, showing some key points of interest. They create an audio file to narrate their journey and match the audio narration with appropriate images from the internet or digital photos. • Some children will benefit from adult support and a prepared bank of appropriate images from which to choose. • Extension: Children work with greater independence and use more complex sentences that include time connectives. • The class agree on a set of criteria on which their presentations will be evaluated e.g., clarity of narration, appropriateness of images, how easy the description is to follow, etc. 	<ul style="list-style-type: none"> • combine their language and communication skills to create a short presentation of their journey to school 	<ul style="list-style-type: none"> • If supervised by a responsible adult, a group of children could video a short journey to school from a nearby location and edit the video using simple editing software. • Follow-up: Throughout the week, children finish their presentations. • Links with literacy work: The extension activity links to work on compound and complex sentences using subordination in relation to time. The final activity links to work on explaining ideas and evaluating performances and how they are delivered.
End-of-unit activities			
<ul style="list-style-type: none"> • to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> • Children make their presentations to the class. • The class listen to and evaluate each other's work according to the agreed criteria. 	<ul style="list-style-type: none"> • make a short presentation of their journey to school • constructively evaluate other children's work and appreciate feedback 	<ul style="list-style-type: none"> • Follow-up: Children share their presentations with the rest of the school and their Italian -speaking partner school, if appropriate. • If children in the partner school send video clips of their journeys to school, the class will be able to experience the challenge of listening and responding to Italian spoken by native speakers.