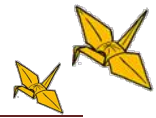


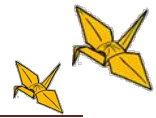
**AN INTRODUCTION TO ORIGAMI  
TECHNIQUE  
CLIL unit**

Maribel García

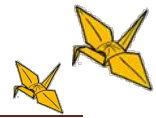
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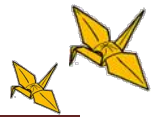
<b>LESSON 1</b>		
Introduction to Origami Folds		
<b>Resources needed:</b>		
<ul style="list-style-type: none"> <li>• Power point introducing origami main features</li> <li>• Wipe-clean chart to display <i>the learning intentions</i> (inform children of task learning objectives) and the <i>success criteria</i></li> <li>• Sheet with the main folds diagrams.</li> <li>• Origami paper.</li> <li>• Worksheets 1 and 2</li> </ul>		
Timing	Grouping	Activities
10'	Plenary	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Power point presentation. Make it interactive by enhancing children's previous knowledge about the topic.</li> <li>• Mind map summary of words <b>Worksheet 1</b></li> <li>• Share learning intentions and success criteria with pupils.</li> </ul>
25'	Groups of 4	<p><b>Main folds</b></p> <ul style="list-style-type: none"> <li>• Give each group of pupils a set of cards with the main folds diagrams and several sheets of origami paper.</li> <li>• Ask them to follow the diagrams to practise the folds.</li> <li>• Advise them to take their time with each fold: lining it up carefully before flattening the crease</li> </ul>
15'	Individual/pair task	<p><b>Key symbols:</b></p> <p>From the folds diagrams they have to deduce the meaning of the key symbols.</p> <p>The teacher hands out <b>worksheet 2</b> and asks pupils to answer it individually for ten minutes. Then they have to compare their answers with a partner.</p>
10'	Plenary	<p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>• Teacher obtains the answers by asking pupils.</li> <li>• They should be able to produce sentences like: <i>This (symbol) means (fold and unfold again)</i></li> </ul>



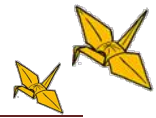
<b>LESSON 2</b>		
<b>Simple Bases: Kite, Multiform and Fish</b>		
<b>Resources needed:</b>		
<ul style="list-style-type: none"> <li>• Cards with the folds needed for the bases</li> <li>• Wipe-clean chart to display <i>the learning intentions</i> and the <i>success criteria</i></li> <li>• Origami paper</li> <li>• Worksheet 3</li> </ul>		
Timing	Grouping	Activities
10'	Plenary	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Show the models of the bases.</li> <li>• Demonstrate the procedure, while eliciting the vocabulary</li> <li>• Share learning intentions and success criteria</li> <li>• Give activity instructions</li> </ul>
15'	Groups of three or four	<p><b><u>Inferring the sequence:</u></b></p> <ul style="list-style-type: none"> <li>• Pupils are given an envelope with the fold cards needed to make the four bases.</li> <li>• They have to select the cards of each base, and then put them in order.</li> <li>• Each group will be given a sheet with the sentences they may need to use to work in the group.</li> </ul>
25'	Individual	<p><b><u>Making the bases:</u></b></p> <ul style="list-style-type: none"> <li>• Pupils have to follow the sequence and make the bases individually.</li> <li>• <b>Worksheet 3:</b> write the sentences needed to describe the diagram.</li> </ul>
10'	Plenary	<p><b><u>Conclusion:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher checks comprehension of the procedure to make a base and gives language support to enable pupils to report in English.</li> </ul>



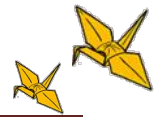
<b>LESSON 3</b> Fortune Teller Project		
<b>Resources needed:</b>		
<ul style="list-style-type: none"> <li>• Flash cards with instructions</li> <li>• Pieces of paper with instructions</li> <li>• Wipe-clean chart to display <i>the learning intentions</i> (inform children of task learning objectives) and the <i>success criteria</i></li> <li>• Origami paper.</li> <li>• Worksheet 4: variations of the Fortune Teller</li> </ul>		
Timing	Grouping	Activities
10'	Plenary	<p><b>Introduction:</b></p> <p>Show pupils the Fortune Teller and ask if they know how to make it. If someone does, ask him/her to demonstrate in front of the class. Whilst doing it elicit the instructions and give the translation in English.</p> <p>Share learning intentions and success criteria with pupils.</p>
20'	Groups of 4	<p>Display the instruction flash cards on the classroom walls.</p> <p>Split the class into groups and give each group a set of strips with the instructions.</p> <p>Ask them to pick the strips one by one and look for the flash card that suits the instruction.</p> <p>Put all the sentences in order.</p> <p>Make the Fortune Teller</p> <p>Teacher moves around and makes sure that everybody succeeds in making the fortune teller</p>
5'	Plenary	<p>Ask everybody to close their eyes. Then show them that the fortune teller has turned into a little bird (<i>pajarita</i>). Repeat the order again and show them a big-mouthed fish.</p>
15'	Groups of 4	<p>Challenge the pupils to find out how to do it. Give them a handout with the models. <b>Worksheet 4</b></p>
10'	plenary	<p><b>Conclusion</b></p> <p>Teacher checks the procedure to make the variations and gives prompts to enable pupils to report in English</p>



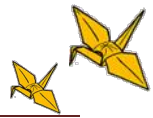
<b>LESSON 4</b> <b>Jumping Frog Project</b>		
<b>Resources needed:</b> <ul style="list-style-type: none"> <li>- Cards with pictures and numbers</li> <li>- Instructions sheets for each group.</li> <li>- Origami paper.</li> <li>- Frog diagrams: waterbomb base; folding the four legs; folds to get the final shape.</li> <li>- Wipe-clean chart to display <i>the learning intentions</i> (inform children of task learning objectives) and the <i>success criteria</i></li> </ul>		
Timing	Grouping	Activities
10'	Plenary	<p><b>Introduction:</b></p> <p>Show pupils the jumping frog.</p> <p>Share learning intentions and success criteria with pupils.</p> <p>Ask them to pick a card from an envelope, and look for the partners that have the same number.</p> <p>Once in the group they have to share the task</p>
40'	Groups of 3	<p>In each group there's one pupil with a "waterbomb card," one with a "legs card" and one with a "final card". They have to collaborate to produce the frog: this is a <i>jigsaw activity</i>. They have to move to find the information they need (it will be on the walls), then come back to the group and share the information with their partners to make the frog.</p> <p>Teacher moves around to check that every group is working correctly and to make sure that everybody succeeds in making the frog.</p>
10'	Plenary	<p><b>Conclusion</b></p> <p>Teacher checks success criteria and gives language support to enable pupils to report in English.</p>



<b>LESSON 5</b>			
<b>Geometry Basic Concepts</b>			
<b>Resources needed:</b>			
<ul style="list-style-type: none"> <li>- Power point: <i>Geometry - 2D Shapes</i></li> <li>- <i>Geometry sentences worksheet</i></li> <li>- <i>Worksheets 5, 6 and 7</i></li> <li>- <i>Big cards to make posters</i></li> <li>- <i>A-4 coloured sheets of paper</i></li> <li>- <i>Wipe-clean chart to display the learning intentions and the success criteria</i></li> </ul>			
<b>FIRST DAY</b>	<b>Timing</b>	<b>Grouping</b>	<b>Activities</b>
	<b>20'</b>	<b>Plenary</b>	<p><b>Introduction:</b> Power- Point presentation: <i>Geometry - 2D Shapes</i>. Make it interactive by enhancing children previous knowledge about the topic, and by asking them questions to boost comprehension.</p>
	<b>15'</b>	<b>Plenary</b>	<p><b>Explain the activity:</b> There are eight sentences cut in two. <i>Worksheet 5 (Geometry sentences)</i>. The ones with a number are the "beginning" and the ones with letters are the "ending" of the sentences. In all there are 16 strips. The aim of the activity is to match the beginnings and the endings. Give them out at random. They are 16, so some children will have two. Allow pupils time to read the sentences on their own. Then ask one child with one "starting strip" to read it aloud. Then ask who has the "ending" part. Ask them to stick the strips on the board. Go on until all the sentences are on the board. Ask 8 pupils, one for each sentence, to read them aloud.</p>

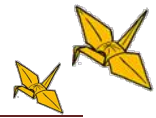


	15'	Individual / pair task	<p>Worksheet 6: fill in the chart with the right word and the right picture.</p> <p>Ask pupils to read it on their own. Then ask a pupil to read the rubric aloud. Make sure the activity is clear for everybody.</p> <p>Ask them to do it individually for ten minutes, and then compare the answers with the partner</p>
	10'	Plenary	<p><u>Conclusion</u></p> <p>Teacher checks success criteria and gives language support to enable pupils to report in English</p>
SECOND DAY	10'	Plenary	<p><u>Introduction</u></p> <p>The aim of the session is to make 2D Shapes Posters in groups. Tell them that they have to make the polygons using origami technique. They also have to write the definitions, and make bubbles with the name of the shapes. Tell them that they can be very creative with the decorations provided they keep the message clear.</p>
	40'	Groups of 4	<p><u>Make the poster:</u></p> <p>Give out the worksheets with the diagrams (6) and the worksheets with the sentences (7). Demonstrate the process in front of the class with the help of volunteer pupils. Before starting make sure they understand the diagrams. Move around asking them to report what they are doing. Help them with the diagrams, specially with the pentagon and also with the language.</p>



	<b>10'</b>	<b>Plenary</b>	<p><b><u>Conclusion</u></b></p> <p>Teacher checks success criteria and gives language support to enable pupils to report in English</p> <p>Every group show the poster to the class and stick it on the wall.</p>
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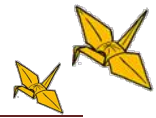
**LESSON 6**

Easter Card Project

**Resources needed:**

- Several beginner models: butterfly, tulip, rabbit head, swam and duck. (See the photo of the cards)
- Diagrams of all the models.
- Cards with the main steps of the models stuck on them.
- A-4 cards.
- Origami paper.
- Wipe-clean chart to display *the learning intentions* and the *success criteria*

Timing	Grouping	Activities
10'	Plenary	<p><b><u>Introduction:</u></b></p> <p>Show pupils models of the cards. Demonstrate the procedures of all of them to make them realise the different degree of difficulty involved in each one. Ask them to choose the one that suits him/her best.</p>
40'	Group task	<p>Explain that the pupils with the same project can sit together and share the diagram and the card with the main steps models.</p> <p>Ask them to speak in English, using the language support card and asking the teacher whenever they are in trouble.</p> <p>Stop the class several times to allow each group tell the rest of the class the task they are doing.</p> <p>Move around encouraging and helping them if necessary.</p>
10'	Plenary	<p><b><u>Conclusion</u></b></p> <p>Teacher checks success criteria and gives language support to enable pupils to report in English</p>



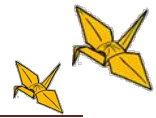
**LESSON 7**


**“Sadako and the 1,000 paper cranes legend”**

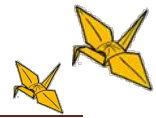
**Resources needed:**

- Power Point presentation of the story
- worksheets 7 and 8
- Video presentation of the paper crane
- Origami paper
- Wipe-clean chart to display *the learning intentions* and the *success criteria*

Timing	Grouping	Activities
<b>FIRST DAY</b>	25'	<p><b>Plenary/ individual</b></p> <p><b><u>Introduction:</u></b>                      Power Point presentation of the story. Explain the story and ask pupils questions to help them follow the story and capture the theme. While watching ask them to fill in the worksheet 9 (Sadako's story).                      Worksheet 10: legends. Ask one pupil to read the rubric aloud. Make sure that everybody understands the task.                      Allow ten minutes to do it, and then check the answers orally.</p>
	30'	<p><b>Pair task</b></p> <p><b><u>Peace symbols:</u></b> (worksheet 8) Ask pupil to read the handout on their own and then read it aloud in turns. Clarify the doubts they may have and ask them to work in pairs. Give language support to enable them to speak in English.</p>
	5'	<p><b>Plenary</b></p> <p><b>Conclusion</b>                      Teacher checks success criteria and gives language support to enable pupils to report in English</p>



<b>SECOND DAY</b>	5'	<b>Plenary</b>	<p><b><u>Introduction:</u></b>                  Explain the activity: each pupil will make a paper crane and then we will stick all of them in a poster making the shape of one "peace" symbol.                  We will display the poster at the main entrance the school and we will send a picture of it to Hiroshima</p>
	25'	<b>Individual task</b>	<p><b><u>Make the paper crane:</u></b>                  The instructions are presented in a video.                  They have to make the crane while watching the video, so it has to be stopped after each step, and the teacher has to model and give help during the whole process. It is not an easy project, so it is important to make children feel confident and motivated.</p>
	15'	<b>Group task</b>	<p><b><u>Make the poster:</u></b>                  Distribute the task:</p> <ul style="list-style-type: none"> <li>- draw the symbol</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>- write the sentences</li> <li>- colour the letters</li> </ul>
	15'	<b>Plenary</b>	<p><b><u>Conclusion:</u></b>                  Each pupil sticks his/her crane and then the teacher takes the photo: all pupils around the poster. The photo is to be send to Hiroshima.</p> <hr/> <p>Tell them that in the next session they will have to make a display. Explain that they have to select a particular habitat, for example a wood, a garden or a sea and decide what origami models they want to include. Provide sheets, books with different easy diagrams and web pages to help them. Encourage pupils to create new models by themselves. Ask them to get in groups of three or four and work out during the week the project they want to develop.</p>



<b>LESSON 8</b> <b>Origami Models Display</b>		
<b>Resources needed:</b> <ul style="list-style-type: none"> <li>• coloured cards</li> <li>• coloured papers</li> <li>• paints, felt-tip pens, crayons, wax colours, plasticine</li> <li>• glue, scissors</li> </ul>		
Timing	Grouping	Activities
15'	Plenary	<p><b>Introduction:</b></p> <p>Ask pupils to inform the rest of the class of the project they want to develop: the habitat and the origami models that they want to include.</p> <hr/> <p>Show them the materials they can use to decorate the poster and give them some pieces of advice about how to organize themselves in the groups.</p>
40'	Groups of 4	<p><b>Make the displays</b></p> <p>Stop the class from time to time to allow groups tell the rest of the class what they are doing. Help them to report in English by giving prompts.</p> <p>Move around showing interest and encouraging.</p>
5'	Plenary	<p><b>Conclusion:</b></p> <p>Every group shows the final display to the rest of the class and sticks it on the classroom walls.</p>