

CLIL Module Plan

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School Grade	<input checked="" type="radio"/> Primary	<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4 <input type="radio"/> 5
Subject	Scienze	Topic	the sense of sight	
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class 2A of Avio is composed by 23 children, 13 boys and 10 girls, whose L1 is Italian, only two boys speaks at home also a different language, different from Italian and English. There are no students with special needs, but there are two of them with some difficulties in written language, in terms of writing. In spite of this, with a little more time and the help of thei classmates, they can get through quite well. The linguistic level is different, according to every single child's competence, as well as the willingness to learn. But in common all they have an high motivation and curiosity for all natural and scientific aspects. In this class curriculum subject science is developed through two hours per week, one in L1 and the second in L2, English, in CLIL. This is the first year they study science in CLIL. The teacher guides the learning process through concrete experiences: the students are involved in it and understand linguistic and content objects by doing.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Students know the five senses and the function of all. They have been introduced to optical illusions, so they also experienced that sometimes eyes are tricky and not always reliable to.	Students know the structure "I can see", "I can see something ..." and "it is...". They know colours, some animals, some adjectives (e.g. "big", "small", "high", "low") and the parts of the body referring to the five senses.

Timetable fit	<input checked="" type="radio"/> Module	Length 1 unit, 4 lessons (60 minutes each)
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Description of teaching and learning strategies

The main methodology adopted is task-based learning. The teacher will introduce first the topic, then give tasks mainly to pairs or little groups. In this way students take part actively in learning process, developing also social skills, for example communication and collaboration. The start and the end of the lesson will be always done in the big group, in order to share what has been discovered by every group, what the possible questions and ideas born during the process. The teacher during the tasks will monitorate the students, and supporting them, both in content and on the linguistic level. At the start of the lesson the teacher will provide some linguistic elements the students will use to interact in English, could be simple already known sentences ("it is...") or specific vocabulary. Further, the interaction will be promoted by creating a positive and no-judging environment, where every student can feel free to speak; positive feedbacks are another strategies used. Language and content will be presented and then supported by images, "realia" and gestures. In the discussions or when the students interact in little groups, it will be needed a linguistic switch in L1.

Overall Module Plan

<p>Unit: 1 the human sight Unit length: 3 hours</p>	<p>Lesson 1 the sight and our eyes</p> <p>Lesson 2 human sight: dark and light</p> <p>Lesson 3 how a blind person sees</p>
<p>Unit: 2 the animal sight Unit length: 2 hours</p>	<p>Lesson 1 nocturnal and diurnal animals</p> <p>Lesson 2 how different animals see</p>
<p>Unit: 3 Assessment Unit length: 1 hour</p>	<p>Lesson 1 the sight</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	the sight and our eyes
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	to be aware of the eye to be able to observe accurately and draw what he/she sees to increase motivation	The teacher introduces the topic sight and eyes. The students in pairs (and one group of three) need to observe the other's eye and try to draw it with every detail on the notebook. When their drawing is finished they can describe it orally.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The students don't know yet the specific vocabulary, because it will be introduced later in the discussion.</p> <p>Communicative structures Open your eyes It is ... (colour and size)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	notebook and crayons	Formative assessment: the teacher will observe and listen to every pair of student while they are drawing and describing the other classmate's eye.
L	S	R	W								

2	20 minutes	to be able to interact in a whole class discussion to know the specific vocabulary of the eye parts (iris, pupil, sclera) to recognise the different parts of the eye	The teacher asks for some voluntary pairs to describe loudly the eye they have drawn. Then the key vocabulary will be introduced: the teacher shows a 3D image on the interactive board, in order to show how an eye is in its completeness and after the teacher shows an image with the specific terminology. Students observe it and identify the same parts on their drawn eye. Then the teacher says loudly the words, asking the students to repeat them and to write them down on the notebook.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary iris, pupil, sclera</p> <p>Communicative structures It is ... (colour and size)</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Eye picture vocabulary.png <p>eye 3D link</p>	<p>Formative:</p> <p>The teacher will monitor the interactions. The teacher will listen to the students and check, and in case of need support, the correct grammatical structures. The teacher will check the comprehension and then the pronunciation fo the vocabulary.</p>
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3	10 minutes	to comprehend and respond to the teacher's instruction to learn and know the key vocabulary	The teacher asks the students to do different actions, using a TPR methodology.	<p>Skills</p> <p><input checked="" type="checkbox"/> L <input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> W</p> <p>Key vocabulary iris, pupil, sclera</p> <p>Communicative structures "The children with ... (colour/size) ... (part of the eye) ...(action)!" For example, "The children with blue iris jump!" "Point to your ... (part of the eye)"</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative: the teacher will check the oral comprehension of the given instructions and the new vocabulary
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4	15 minutes	to remember the key vocabulary to be able to produce sentences applying the new words	The teacher writes on the board the grammatical structure to use. In pairs the students say some sentences about the eye, using grammar and new vocabulary. The image of the eye on the interactive board is still present.	<p>Skills</p> <p><input type="checkbox"/> L <input checked="" type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> W</p> <p>Key vocabulary iris, pupil, sclera</p> <p>Communicative structures "The iris is ... (colour/size)" "The pupil is ..." "The sclera is ..." "The eye is ..."</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Eye picture vocabulary.png notebook interactive board	Formative: the teacher will listen to each pair saying a sentence about the eye, supporting the application of new vocabulary
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	human sight: dark and light
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	to recall and remember previous key vocabulary	The teacher introduce the lesson through the game "Simon says...", recall the previous known information about the eye	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary iris, pupil, sclera</p> <p>Communicative structures "Point to the ... " simple action verbs (jump, run, fly, clap,...) connected with eye parts</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative and ongoing: The teacher will check that every student remembers the vocabulary and comprehends the instructions
L	S	R	W								

2	30 minutes	to understand what happens to our eye in light or dark places to observe and notice the phenomenon of dilatation and contraction of the pupil to explain this phenomenon	<p>The teacher introduces the new topic with a brainstorming. The teacher asks the students to tell how do we see, what body parts do we move in order to see around us. The words are written on the blackboard and supported also by gestures. The teacher asks what happens with light and dark and if there are some differences. After a short discussion, the teacher brings the whole class in the storage room, where there are no windows. The students stay a little time in silence in order to observe what they can see and what changes. After few minutes the light will be turned on and the teacher asks the students what are their observations (black and white vision, how slowly the eye will adapt,...). The experiment will be repeated twice. The teacher supports their observations and in case of need through questions guides them to observe better or different aspects. In the classroom the students are divided in pairs. One student have to close the eyes for 20 seconds and then open. The other student is the observer and have to observe carefully what's happen to the classmate's eye. The students then switch roles. When both students in each pair did the experience, the teacher returns to the whole group asking and collecting observations.</p>	<p>Skills</p> <table border="1" data-bbox="1267 165 1608 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary iris, pupil, sclera dark, light</p> <p>Communicative structures "What happens?" "The pupil is..."</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<p>ongoing and formative: The teacher will monitor the work and the interactions. The teacher will listen to the observations of the students The teacher will check the use and application of the new vocabulary</p>
L	S	R	W							

3	20 minutes	to be able to recognize the phenomenon of dilatation and contraction of the pupil to understand this phenomenon to illustrate this phenomenon	The teacher shows the video (twice) to let the students notice the phenomenon of dilatation and contraction of the pupil with light and dark. After the video, students draw the phenomenon on their notebook: they draw two different eyes and the different background (around one eye the light, with yellow, and the other one the dark, with black). The words "dark" and "black" are written on the board in order to let the student read and write them on their paper.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary pupil, iris, sclera dark, light</p> <p>Communicative structures "What happens?" "With dark/light the pupil is big/small"</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	video link	Formative: the teacher looks at the pictures made by the students and checks if they have understood the phenomenon by drawing a bigger and a smaller pupil, associating them with the right word and background.
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	how a blind person sees
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	to understand how a blind person sees to remember key vocabulary to apply key vocabulary in new situations	The teacher asks if the students know someone who is blind and if they know what blind is and means. The teacher writes on the board and/or mimes what the students say, introducing also the structure "I can't see". Then the teacher guides the students to the garden, asks to close the eyes and to walk. After a few minutes the teacher stops the walk and asks for observations. A blind person can't see anything and needs some kind of support. So the experience will be repeated one more time, but in this case in pairs: one student is blind, with eyes closed, and the other guides him/her in the garden (then they switch roles). After few minutes the teacher stops it and collects the reflections, asking how both experiences were and how students felt.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary blind dark</p> <p>Communicative structures "What can you see?" "Was it easy/difficult?" "I can't see"</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		ongoing and formative: The teacher will monitor the task and specially how students guide the blind classmate. The teacher will evaluate the use of the structure "I can't see".
L	S	R	W								

2	35 minutes	to understand how a partially sighted person sees to learn and then remember new vocabulary to apply key vocabulary in new situations	The whole class returns into the room. The teacher says that there are people that are not completely blind, but partially sighted, who can see very blurry. Then distributes the piece of paper in order that every student can build a pair of glasses. They need to cut out also the plastic material for the lens. When they finish they can experiment how a partially sighted person sees. After a few minutes the teacher asks the students to tell how they felt and what they saw, introducing the new words "near" and "far" and "blurry". These words will be later written on posters and hung on the wall.	<p>Skills</p> <table border="1" data-bbox="1151 165 1491 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dark, light, near, far blurry</p> <p>Communicative structures "What can you see?" "Was it easy/difficult?" "I can see ..." "I can't see ..."</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • model glasses.gif • blurry img.pdf <p>plastic transparent material (e.g. an old cover for notebooks), scissors and glue, and paper glasses to build</p>	Formative: the teacher will monitor the interaction and the participation in the tasks. The teacher will listen to the students contributions and supporting them to express themselves in English. The teacher will check the use of the correct vocabulary
L	S	R	W								

3	10 minutes	to recall previous knowledge to compare the difference between blind and partially sighted vision	The teacher gives each student the worksheet and ask them to draw what and how a blind and a partially sighted person sees.	<p>Skills</p> <table border="1" data-bbox="1149 161 1494 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary blind partially sighted person</p> <p>Communicative structures "Is it different?"</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • drawing blind-partially sighted-sighted.pdf 	Formative: the teacher will look at the drawings and will check the comprehension of the differents ways of seeing
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	nocturnal and diurnal animals
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	to list the different characteristics of diurnal and nocturnal animals	The teacher guides a brainstorming about diurnal and nocturnal animals. On the interactive white board the teacher writes what the students say, e.g. names of animals or general characteristics. Then shows some pictures about animals and the students should go to the board and move them in the two different groups in a Venn diagram. Some animals will be put in the middle, e.g. the cat, because it lives both day and night.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary diurnal, nocturnal</p> <p>Communicative structures "Where do we put the ...?"</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> diurnal and nocturnal animals - pictures.pdf <p>images of animals (I upload a pdf, but the pictures should be separated and saved in the software of the interactive whiteboard)</p>	Ongoing: the teacher will monitor the interaction of the students
L	S	R	W								

2	10 minutes	to increase curiosity to be able to recognise familiar nocturnal animals focusing on the sense of hear to learn other nocturnal animals	The teacher shows a video, the students need to listen and try to guess, from the sound, what nocturnal animal could be.	<p>Skills</p> <table border="1" data-bbox="1149 167 1487 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary diurnal, nocturnal day, night</p> <p>Communicative structures "What is it?" "Have you ever seen a ...?" "It's a ..."</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • diurnal and nocturnal animals - pictures.pdf <p>video: link</p>	<p>ongoing: during the video the teacher will ask some questions to check knowledge about animals and vocabulary.</p>
L	S	R	W								

3	30 minutes	To be able to classify and compare animals (diurnal, nocturnal) by their eyes to reflect on and recognise the differences between different animals eyes to be able to work in group, listen to others opinion and collaborate	The teacher divides the class in small groups of 4 students (one group of three). Each group has images of some animals eyes (the same animals of the previous brainstorming) and the students, together, need to compare them and classify them in the two different categories. Cooperatively, they have different roles: a student will first move and then stick the images on the diagram, a student will write, two students will read aloud the group's opinions. The teacher writes on the board the grammatical structures to use and repeats some vocabulary that they could need. When every group is ready, the speaker students read and share their work with the whole class. The teacher guides the discussion and then shows the correct categorisation on the interactive board. When all students agree and understand that nocturnal animals have bigger eyes and the pupil is bigger in order to get more light, they can stick the pictures on the diagram.	<p>Skills</p> <table border="1" data-bbox="1146 167 1491 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary diurnal, nocturnal, iris, pupil,</p> <p>Communicative structures "Eyes are ... (size, colors,...)" "The iris is ..." "The pupil is ..."</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • diurnal and nocturnal animals - pictures.pdf • venn diagramm - noct. diurnal animals.pdf <p>Images (cut) and a Venn diagram for each group</p>	Formative and ongoing: the teacher will monitor the group work, the interaction, the collaboration of each student (individual assessment). The teacher will evaluate the answers and each diagram (group formative assessment).
L	S	R	W								

4	5 minutes	to recall previous information and resume the new knowledge to be able to compare the phenomenon of dilatation/contraction fo the eye between human eyes and animal eyes	The teacher shows a video: it illustrates what happens to a gecko's eyes with light or dark. The students should recognise the phenomenon that they have experienced in the previous lessons and associated with the current knowledge.	<p>Skills</p> <table border="1" data-bbox="1146 164 1489 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary gecko light, dark pupil</p> <p>Communicative structures "What happens?" "Do you remember?" "The pupil is..."</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	video link	Formative: the teacher will check the whole comprehension of the phenomenon by asking some questions to students.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	how different animals see
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	to recap previous information about diurnal and nocturnal animals	The teacher gives each student a picture of an animal or its eyes. Then invites the students to walk in the room with music, when the music stops the teacher gives instructions and the students have to think and follow them. For example: "Find the eyes of your animal", or "Jump if you have a nocturnal animal".	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary diurnal, nocturnal day, night pupil, iris</p> <p>Communicative structures "Find the ..." "... (action verb, e.g. jump, clap, stamp your feet,..) if you have ..."</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> diurnal and nocturnal animals - pictures.pdf <p>Some students will have the same picture</p>	Ongoing and formative: The teacher will check if every student remembers the previous information and vocabulary
L	S	R	W								

2	5 minutes	to reminds and to learn new vocabulary	The teacher reminds new specific vocabulary, in order to let the children be able to complete the following task. The teacher will write on the board the word "blurry" using the same image, used to speak about partially sighted persons, asking the children to remember the meaning of the word and to recall the experience with the glasses.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary blurry</p> <p>Communicative structures "Can you repeat blurry?" "Do you remember?"</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • blurry img.pdf 	ongoing: The teacher will check if the students remember the word and recall the experience
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3	30 minutes	to understand and associate images with sentences to compare different ways to see the world to reflect on different types of visions to interact in a group	<p>The teacher divides the class in 4 groups (one group of three students) and each group has the same material. The students need to associate and put together the pictures of animals to their possible vision and to short sentences, which describe how animals see. Each picture is divided in two parts: the left one is the human vision, the right part the animal one, in order that students can compare the two. When every group finishes the task, the teacher leads a sharing part: the students can stand up and go to the other groups to see what they have done. Then they return to the group and, if there are some different associations, discuss again about what they have decided. After that the teacher guides a final discussion: each group reports their work using the grammatical structure on the sentences. At the end the teacher shows on the interactive board what the solution was. The animals taken into account are the following: dog, jackal, giant clam, snail, jumping spider.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary blurry</p> <p>Communicative structures "... (animal) sees ... " "... (animal) doesn't see ..." "Do you agree?" "Let's see how a ... sees"</p>	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> animals-sentences-different visions.pdf <p>The images of different visions are taken from this website: link , which is also where the children at the end see the solutions. Images of animals Sentences printed on cards</p>	<p>Formative and ongoing: The teacher will monitor the group work, how the students interact, collaborate and do the work. The teacher will evaluate the associations (pictures - sentences), the linguistic comprehension, before and after the students can see others work.</p>
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4	10 minutes	to recall previous information to hypothesise what could happen with a little experiment to increase interest	The teacher asks the student how a bee sees, collects the hypotheses and introduce a little experiment. The teacher takes a flower, puts it in a glass of tonic water, or the liquid part of a highlighter, and says that we need to wait. (the day after with light off and a UV torch the class will be able to see how, more or less, a bee sees!)	<p>Skills</p> <table border="1" data-bbox="1144 165 1480 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures "How sees a bee?" "What happens to the flower?" "Will be the color the same?"</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	flower, glass, tonic water or highlighter, UV torch	Ongoing: the teacher will listen to the students observations and hypotheses
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	the sight
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	to recall previous knowledge to remember specific language	The teacher introduces this last lesson with a running activity. The students are divided into two teams: one per each runs from the back of the class to the teacher, who shows an image or a word (e.g. pupil); the students have to say what the image refers to, mime the word using gestures or point to the part of the eye. There are no points because this is not a competition.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dark, light near, far blind, partially sighted iris, pupil, sclera</p> <p>Communicative structures "What is it?" "It's ..."</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> flashcards vocabulary sight.pdf blurry img.pdf flashcards	ongoing: The teacher will evaluate if every student remembers the vocabulary and the meaning through this playful task
L	S	R	W								

2	50 minutes	to recall the previous information, concepts and vocabulary to apply the information and summarise the concept that vision could be very different to remember and use the correct vocabulary	The students are asked to divided a piece of paper in four sections and draw the same subject with four different ways (partially sighted vision, blurry, no colours, and so on). The subject can be choosen freely. They can also write some word on the paper. At the end they have also to tell to the teacher their work, using the spcific vocabulary learnt.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary all the previous vocabulary</p> <p>Communicative structures "What is this?" "This is ..."</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> fonti immagini - Rossaro.pdf <p>here's a document with all the sources used, for the whole module</p>	<p>Summative assessment: The teacher will assess the following elements: the correct use and application of the vocabulary, the correct drawing associated with the word and the student's idea, the ability to describe with the english words learnt his/her work.</p>
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