

# CLIL Module Plan

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<b>School</b>	Bellesini				
<b>School Grade</b>	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
<b>School Year</b>	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Tecnologia	<b>Topic</b>	Materials and their properties		
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The class group is composed by 15 students, 14 of them have foreign origins and one has Italian origin. There are some fragilities related to the language: they have a highly limited vocabulary; in most cases, families speak the language of the origin country. The students often need to move and be involved in new activities. For most of them this is the first year they're studying English, while for the whole class it's the first year of CLIL (Music, P.E. and Technology). They study English and CLIL with the same teacher. There is a support teacher during technology lessons. Even if they have different linguistic levels, students are very interested and motivated in learning English and through English.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Identify and name a range of materials. Classify objects according to their characteristics. Make predictions. Cooperate to solve a common task. Be aware of recycling correctly.</p>	<p>Vocabulary: classroom objects; words related to the semantic field of materials (glass, paper, cardboard, wool, plastic, wood, aluminium, metal, ceramic, rubber); some adjectives related to the characteristics of the objects (hard, soft, heavy, light,...) Grammar structures: "What is it? It is...", "Is it...?", "I think it is...", "How does it feel?", "What does it look like?" Classroom language</p>

<b>Timetable fit</b>	© Module	Length 9 lessons / 18 hours (total)
<b>Description of teaching and learning strategies</b>	Cooperative learning: the children work in pairs or in groups in order to solve a common task Task - based learning: the children discover and explore the materials and their properties through hands - on activities Use of realia	

# Overall Module Plan

<b>Unit: 1</b> Helping Mr. Green <b>Unit length:</b> 4 hours	<b>Lesson 1</b> Discovering materials
	<b>Lesson 2</b> 3 R's: reduce, reuse, recycle
<b>Unit: 2</b> Let's explore <b>Unit length:</b> 4 hours	<b>Lesson 1</b> Classification of objects based on the material they're made of
	<b>Lesson 2</b> Exploration of materials and their properties
<b>Unit: 3</b> At work <b>Unit length:</b> 8	<b>Lesson 1</b> Thinking of the project and filling in the project form
	<b>Lesson 2</b> Building the project
	<b>Lesson 3</b> A story for each project
	<b>Lesson 4</b> Project...telling
<b>Unit: 4</b> A special thanks <b>Unit length:</b> 2 hours	<b>Lesson 1</b> Mr. Green's surprise

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Discovering materials
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	3 R's: reduce, reuse, recycle		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Classification of objects based on the material they're made of		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Exploration of materials and their properties
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Recall the name of the materials learnt in the previous lesson Find objects made of a certain material	The teacher divides the class in two groups. Each group has a worksheet and a dice. Each student takes turns rolling the dice and finding an object made of the pictured material. The students have to fill in the worksheet drawing the objects they had found.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Materials: cardboard, wood, wool, aluminium, glass, paper, rubber, plastic Common school objects: book, eraser, pencil, window, desk, chair,...</p> <p><b>Communicative structures</b> "What is the object made of...?" "The ... is made of..." "It is made of..."</p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Materials dice (attachment 1) images source: <a href="#">link</a> Worksheet nr. 1 (attachement 2)	Formative assessment: the teacher observes students' participation and interactions in the group work. The teacher also checks if the groups complete correctly their worksheet.
L	<b>S</b>	R	W								

2	40 minutes	Listen to a story Rephrase the main step of the story Make prediction and give reasons	The teacher reads the story of "Three little pigs" using puppets to make the comprehension easier for the children. The teacher stops reading and encourages children to make prediction and hypotesise about what will happen in the story. The teacher helps pupils communicate by using modelling. Once the teacher has read the story, the pupils reflect on new properties of materials (strong, weak, resistant, ...proof)	<b>Skills</b> <table border="1" data-bbox="1144 165 1491 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> straw, sticks, bricks to build  <b>Communicative structures</b> "I think..." "The (material) is good/bad for..."	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	"Three little pigs" Puppets of three pigs and wolf (if needed)	Formative assessment: the teacher checks what students have understood by questioning and listening to their reflections.
L	S	R	W								

3	40 minutes	Hypotesise Experiment Discuss and decide	The class works in pairs. Each couple has a worksheet with a some known materials and new properties. On this worksheet, they have to predict which material has the listed properties. They compare their hypotesis with the other couples. The teacher helps pupils communicate and give reasons to support their choices. The teacher settles the classroom with the materials of the worksheets, putting them on three different tables. Each couple has five minutes to experiment and check if their predictions were right. When the teacher rings a bell, the couples has to go to the next station.	<b>Skills</b> <table border="1" data-bbox="1144 756 1491 802"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> strong, weak, waterproof, hard  <b>Communicative structures</b> "I think it is..." "Is it...?"	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	Worksheet 2 (attachement 3)	Peer assessment: each couple shows their worksheet to another couple and compares the results.
L	S	R	W								



4	20 minutes	Recall the new materials and properties Compare and discuss	The whole class checks the answers and find new examples. The teacher helps the students discuss about the best materials to choose to build their projects.	<p><b>Skills</b></p> <table border="1" data-bbox="1146 165 1489 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Materials and their properties</p> <p><b>Communicative structures</b> "I think..." "What happens if...?"</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 assessment: observing students' interection in pair and group work; checking if students are able to reuse prior knowledge and use the new one; making them complete an "exit ticket" with a new word they have learnt from the lesson.
L	S	R	W							

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Thinking of the project and filling in the project form		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Building the project		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	A story for each project		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	4	<b>Title</b>	Project...telling
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	Mr. Green's surprise
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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