

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 type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4 <input type="radio"/> 5
Subject	Scienze	Topic	WATER	
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class group is composed by 21 students, who study English and CLIL subjects since the first class of the primary school. In the classroom there are students with different linguistic levels and abilities. They also have different familiar backgrounds, but the majority are Italian; only two of them have foreign parents, but they are born in Italy. Some students have special educational needs, in particular we talk about learning difficulties, but they all participate at the CLIL lessons and for this reason they need specific supports, as visuals or peer tutoring. The group of pupils has a good motivation to learn in the different subjects and almost all of them show a high level of participation when they are motivated with engaging activities. There are five teachers that work with the class group. The classroom is big enough to allow different organisations of desks and chairs, depending on the different activities the teachers propose. In the classroom there is an IWB and a classic blackboard.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Prior knowledge: water on planet Earth, water properties. Skills: remember, observe, describe, share ideas, express opinions.	<p>Vocabulary: -ice, water, water vapour; -sea, ocean, lake, river, stream; -verbs like for example sink, float, melt -name of some kitchen objects. Grammar structures: -"What happens if...?" -"In my opinion...", "I think..." -"Why...? Beacuse..."</p> <p>Classroom language: "Read, look, discuss together, complete, describe, write"</p>

Timetable fit	<input checked="" type="radio"/> Lesson	Length 2 hours - 120 minutes
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Description of teaching and learning strategies

This lesson is focused on collaboration in order to develop communication skills in the foreign language together with competences in the scientific subject. The main part of the lesson promotes interaction and communication through the organisation of students in groups. These groups have to collaborate in order to realise the experiments proposed. In this way students have to communicate for real practical purposes and they are helped by some written models or sentence structure in English that the teacher gives them. Using this approach, students talking time (STT) is increased, while the teacher's role is to scaffold the group works and give the students the help they need, monitoring the progression of the works. Use of L1 is allowed as a strategy to help students understand the content of the subject (code switching). During this lesson ICT learning tools leave room for the use of relia, which are useful to realise the experiments and help students' motivation and curiosity towards the lesson. In fact, hands-on activities provide an active learning and involve children. Experiments are guided by some worksheets prepared by the teacher. These worksheets are materials that support content and language scaffolding. The lesson is divided into 5 parts and the central ones take more time to be realised (more than one hour). The teacher has always to control the time, because every part of this lesson is essential. During these parts, different organisations of the students are expected: plenary, group works, individual moment.

Overall Module Plan

Unit: 1 WATER FORMS AND PROPERTIES Unit length: 6 hours	Lesson 1 The water molecule and the three forms of water
	Lesson 2 The water cycle
	Lesson 3 Water properties: let's experiment!
Unit: 2 WATER IS EVERYWHERE! Unit length: 6 hours	Lesson 1 Water and land on planet Earth
	Lesson 2 Freshwater and saltwater
	Lesson 3 How to save water: good practices

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	The water molecule and the three forms of water		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	The water cycle		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Water properties: let's experiment!		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Water and land on planet Earth
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Freshwater and saltwater
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Warm up: recall pre-knowledge; review the contents; match sentences/words.	When pupils enter in the classroom, they find a small piece of paper on every single desk, on which they can read a piece of sentence regarding water and what they have already studied about the topic. T says what SS have to do with these pieces of sentences. Children read one by one their pieces of sentence and find out the part which can complete their sentence. Scaffolding: in order to help students remembering the	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary: -ice, water, water vapour; -solid, liquid, gas; -sea, ocean, lake, river, stream; - weather's vocabulary (rain, cloud, cold...)</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"> Attachment 1_LOOP GAME WATER.pdf <p>LOOP GAME: Eleven sentences about the topic "water", divided into two parts: one goes to a student and the other to another student and they have to connect them (the students are 21, so the teacher has to participate to the activity).</p>	The teacher observes if students participate and their use of language to communicate. The teacher checks if the students are able to recall the information already learned about water and if they can interact to find out the sentence which complete the one they
L	S	R	W								

			<p>remembering the previous learning contents, T allows the students to look at the posters created before and hanged on the walls; if necessary, T prompts students.</p>	<p>Communicative structures</p> <p>T: "Do you rememeber what we learned about water? Please read what is written on those pieces of paper and tell me what you think we are going to do in this first part of the lesson." SS: raise their hands and take turns to express ideas (they can use L1) T: "Now we start the game. Who wants to start reading?"; "who can complete this sentence?"</p>		<p>one they have.</p>
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2	15 minutes	- identify different types of water; - give examples of where we can find freshwater and saltwater;	<p>After the revision, T asks students: "What are the differences between the sea and a lake?" SS reflect on it and raise the hand to take turns. T helps them reflecting by asking some questions: "Have you ever taste the water in the sea? And the water in a</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - freshwater and saltwater; - ocean, sea, river, lake, stream.</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	3 big tables made up connecting some desks.	The teacher observes if students participate, respect turns and checks if students can answer to the questions.
L	S	R	W								

lake? Are they similar?" SS discuss and at the end they identify two types of water: freshwater and saltwater. They also try to say where they can find these two different types. T says what SS are going to do in this lesson. Students are going to do three experiments, one for each group of seven children. The teacher divides the class group, paying attention to create heterogeneous groups, according to the competences of each student; less able children in particular have to work with classmates with good competences and, if they need, they can be exempt from the task of reading or writing. T moves the desks to create three big tables where the

Communicative structures

T: "What are the differences between...?", "Have you ever...?", "Today we are going to...", "You will work in pairs/in groups/individually/all together" S: "In my opinion...", "I think...", "There are..."

			students can work. T explains that to each group will be given some materials, a list of things to do to realise the experiments and a ready-prepared worksheet to complete with the information they are going to discover while doing the experiments.			
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3	30 minutes	- analyse the materials and the procedures; - experiment following the instructions; - hypothesise the results.	The students are sit around three tables made up of some desks. Each group receives the materials, the list of things to do to realise the experiment about freshwater and saltwater and the worksheet prepared by the teacher. One of the children has the role of the reader; one is the voice controller of the group. They take turns to do the	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - name of some kitchen objects (spoon, bowl...) - salt, food colouring, egg; - simple verbs like for example put, add...</p> <p>Communicative structures SS: -"What happens if...?" - "In my opinion..." - "What is the meaning of...?" T: - "Do you need my help?" -"Good job".</p>	L	S	R	W	<input 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"> • Attachment 2_MATERIALS FOR THE EXPERIMENTS.pdf • Attachment 3_EXPERIMENTS PROCEDURES.pdf • Attachment 4_WORKSHEET ABOUT EXPERIMENTS.pdf <p>- specific materials for each group, related to the experiments they have to realise; - sheet of paper with the experiment procedure (different for each</p>	The teacher moves around the groups and observes students' participation to the group work. The teacher monitors also the use of language and checks if students can fill in some sentences.
L	S	R	W								

			actions explained on the list of things to do. At a certain point they will find a QUESTION on the procedure: they have to hypothesise what will happen next and complete the worksheet they have (one for each pupil). At the end they have to conclude the experiment and control if their hypothesis are correct. The teacher walks around the tables, prompts students, gives positive feedbacks and writes on the blackboard new words.			group); - individual worksheet; - blackboard.	
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4	45 minutes	- describe a process; - interpret the results; - ask questions.	Each group has 15 minutes to explain and show its experiment, following the worksheet they have completed. They may read what they have written. while they	Skills <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> L S R W </div>	<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"> Attachment 4_WORKSHEET ABOUT EXPERIMENTS.pdf - materials for the experiments; - worksheet about experiments; - blackboard.	Formative assessment during the oral presentation. The teacher observes the groups explaining the experiment
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...show, while they show the materials and the procedure using gestures and movements, in order to help everybody understand the explanation. Each pupil has to take part in the explanation. The teacher encourages children to participate and prompts them when necessary. The members of the other two groups have to follow the explanation and complete the worksheets of the other two experiments. Less able students don't have to complete the worksheet, but they only have to follow the explanation (focus on oracy) and draw the results.

Key vocabulary

- name of the materials used for the experiments; - verbs used in the procedures; - simple adjectives (light, heavy...) and comparatives (lighter, heavier...).

Communicative structures

T. encourages children to communicate by using the model on the worksheet and following the same steps: -"For this experiment we need..."; -"This is the procedure"; -"These are the results"; -"We discovered that..."; The teacher also invites children to ask questions, if something is not clear. SS: "I have a question" (classroom language)

...they realise they realise and considers these aspects for each group: - if everybody can take part to the explanation; - if the results are correct; - if they are able to use the foreign language in this context. At the end the teacher offers feedbacks to every group, in order to give them the opportunity to improve.

5	15 minutes	<p>- reflect on a learning experience; - consider different aspects of the learning experience; - evaluate works; - discuss what was difficult or particularly interesting;</p>	<p>At the end of the lesson the teacher asks the children to reflect on what they have learned during the lesson. The children are invited to tell: new things that they now know about the argument "water", if they appreciated the lesson, what was particularly interesting, but also what was difficult for them during the lesson. Then the students complete the "exit tickets" individually, in order to give feedback to the teacher. Use of L1 is allowed in order to give them the opportunity to explain the knowledge they acquired.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Revision of new vocabulary learnt during the lesson (actions, words connected with the experiments...)</p> <p>Communicative structures - "Can you tell me something you learned today?" - "Today I learned..." - "Did you like the lesson?" - "What was particularly interesting?" - "What was difficult?"</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• Attachment 5_EXIT TICKET.pdf</p> <p>- Exit tickets</p>	<p>The teacher: - checks if students can recall what they have learnt during the lesson; - control if everybody participates to the final conversation; - listens to the use of the language. At the end of the lesson the teacher reviews what students have written on the "exit ticket" to find out what went well, what has to be changed and what they learned in the group works.</p>
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	How to save water: good practices
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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