

# CLIL Module Plan

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<b>School Grade</b>	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Scienze	<b>Topic</b>		States of matter	
<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 IV B is a mixed group of students coming from different socio-cultural backgrounds. Most of the students are Italian, whereas three students have a migratory background (Eastern Europe). Moreover, one pupil has special needs, based on linguistic difficulties, although he can well understand the topic of the lessons and can participate in class activities with an additional visual support, which is not always necessary. The learning space is adequate and well organized. In the classroom there's an IWB and the desks are organized in a traditional way. Fifty percent of the learners have high level competencies and generally the group is very motivated to learn. Non-CLIL lessons are generally teacher-centred, but students are getting used to easily switching to group or pair work during all the lessons. The length of every lesson is 60 minutes, and CLIL teachers have three lessons once a week: science (1h), technology (1h) and art (1h). This is the second year that this class has been using CLIL during Science lessons. This class consists of 10 girls and 12 boys. Students have different linguistic levels, some of them are more motivated towards the language and, in some cases, they study English even outside the school. Some of them are very interested in Science topics, while others don't really like it, but generally they all participate. The members of the class are characterised by different capabilities and peculiarities: as a consequence, the activities during CLIL lessons are chosen to enable each of the students to do their best and fully express themselves.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Students have learned about what matter is in the previous lessons (all living and most non-living things are made of matter). They have created a table on their exercise books sorting matter and non-matter in the correct columns. They have also learnt that matter has mass and volume. Then they have experimented what mass and volume are, by finding the object with the most mass and the one with the most volume, recalling in the end the data on their exercise books. Finally, the students were taught about the properties of matter: colour, taste, temperature, elasticity, density, hardness. To consolidate this new content, they have reviewed a PowerPoint about it.</p>	<p>Listening and Reading: to associate a word to a meaning, figuring out the meaning of the sentences from known keywords, basically reading out loud. Speaking: repeating teacher's pronunciation when asked; use simple structures to interact in guided activities; Writing: to write single words, a group of words and simple sentences. Content vocabulary related to: matter and the states of matter. English vocabulary related to: everyday, less formal language which is used in the subject (content compatible language) Grammar forms and structures experience: basic knowledge of present simple (positive form), negative and interrogative forms when watching videos, reading texts and asking questions.</p>

<b>Timetable fit</b>	⦿ Module	Length 10 lessons (60')
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**Description of teaching and learning strategies**

The content of every lesson is introduced using warm-up activities, the aims of which are to capture children's interest, activate prior knowledge and revisit vocabulary. The new language and content are introduced gradually and activities are planned so that intuitive reasoning is developed. The tasks are introduced by the teacher. The students can then repeat the task and ask questions. The teacher also helps students with time management, which is specified by the teacher. In order to better develop critical thinking and cooperative skills, every task is designed to stimulate a constructive discussion between them after the identification of keywords / key items of a question or a performance request. Students are guided by the teacher and then work in group, either in pairs or individually using specific worksheets which recall their scientific pre-knowledge first and apply the new information next. Groups and pairs are generally formed by the teacher paying attention to the cognitive and learning skill levels of the students, in a setting of mutual help for achieving the designed goals and developing content and cross-curricular competencies. In some occasions, groups must choose a reader or decide the turns for doing a specific part of the task; this is important to foster and encourage communication along with life skills. In the final unit students have to self and peer-assess themselves. Content specific vocabulary is introduced gradually, focusing on the concept. In addition, to scaffold the recurrent new vocabulary several pictures are used to provide visual support; besides that, new terms are scaffolded within the worksheet or by the teacher. Some other tasks require watching carefully videos, which support learning. Some lessons include brief individual tasks to complete at home, in order to allow a higher students' degree of comprehension of the main introduced concepts. By observing and experiencing the reality, pupils discover the world around them.

# Overall Module Plan

<b>Unit: 1</b> Matter is everywhere <b>Unit length:</b> 3 lessons (1 h)	<b>Lesson 1</b> Matter comes in three different forms of solids, liquids and gases
	<b>Lesson 2</b> Solids, liquids and gases: their characteristics
	<b>Lesson 3</b> Particles of solids, liquids and gases
<b>Unit: 2</b> States of matter Lapbook <b>Unit length:</b> 2 lessons (1 h)	<b>Lesson 1</b> How to create a Lapbook part 1
	<b>Lesson 2</b> How to create a Lapbook part 2
<b>Unit: 3</b> States of matter and Art <b>Unit length:</b> 2 lessons (2 h)	<b>Lesson 1</b> Posters and poems
	<b>Lesson 2</b> Board game: snakes and ladders
<b>Unit: 4</b> Assessment <b>Unit length:</b> 1 lesson (1 h)	<b>Lesson 1</b> Test: states of matter

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Matter comes in three different forms of solids, liquids and gases
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas).</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas.</p> <p><b>COGNITION.</b> to observe; to classify items as being solids, liquids or gases; to identify some properties of matter.</p> <p><b>CULTURE.</b> to be aware that everything is made up of matter.</p>	<p><b>WARM-UP ACTIVITY.</b> The teacher begins the lesson by asking what matter is (studied in the previous lesson). Then the teacher shows a set of realia (a desk, water in a bottle and air in a balloon). The teacher writes on the blackboard some sentences to describe the items, by asking to the students to sort them out (they don't</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Matter, living and non-living things, mass, volume, to take up space, to see, to hold, three different states of matter: solid, liquid and gas.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>U1_L1_ALL1_ warm up activity</p> <p>U1_L1_ALL2_ warm up activity</p>	<p><b>FORMATIVE ASSESSMENT.</b> The teacher, through observation, assesses participation, interest of students and the use of language.</p>
L	S	R	W								

they don't know that the item is a Solid, a Liquid or a Gas). Children examine the three items using the sentences written on the blackboard.

### **Communicative structures**

Matter is everywhere. Matter is anything that has mass and takes up space. Describe matter (a desk, water and air)! I can see ... I can't see ... I can hold ... I can't hold ... Matter comes in three different forms of solids, liquids and gases. Can you identify these objects as a solid, liquid or a gas? The desk is a solid. Water is a liquid. Air is a gas.

2	10'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p><b>COGNITION.</b> to make predictions; to do observation; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter.</p> <p><b>CULTURE.</b> to be aware that everything is made up of matter.</p>	<p><b>WATCH A VIDEO:</b> IDENTIFY SOLIDS, LIQUIDS AND GASES. Children watch a video about the three states of matter “Mr Beaker’s Lab”. The teacher gives oral explanation about the video clip and answers to the students’ questions. By the end of this video the teacher asks to the students to describe matter and identify solids, liquids and gases.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1025 167 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous activity.</p> <p><b>Communicative structures</b> Can you describe matter? Wood is a solid. You can see and touch wood. Rain is a liquid. You can see rain, but it will fall through your fingers if you try and hold rain. Air is a gas. You can feel gases like when the wind blows. You can’t see or hold air. Can you identify these objects as a solid, liquid or gas?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p><a href="#">link LIM</a></p>	<p><b>FORMATIVE ASSESSMENT.</b> The teacher assesses both linguistic skills and prior knowledge about the vocabulary and linguistic structures.</p>
L	S	R	W								

3	25'	<p>CONTENT. to identify the three states of matter (solid, liquid and gas).  COMMUNICATION. to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.  COGNITION. to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases.  CULTURE. to be aware that everything is made up of matter.</p>	<p>WORK GROUP: CLASSIFY THE SOLIDS, LIQUIDS AND GASES. The teacher splits the class into 5 groups composed of 4/5 children each. The teacher assigns group roles. The teacher explains the final product, as well as all steps leading up to it. Students receive a worksheet with some pictures and words to put in the correct column. They must follow the instructions of the teacher to fill in the worksheet.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1025 167 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  Ball, car, dog, flower, desk, grapes, water, milk, orange juice, tea, oil, soup, steam, cloud, carbon dioxide, oxygen, ozone, helium.</p> <p><b>Communicative structures</b>  Classify the solids, liquids and gases. Sort the matter pictures into the correct group. A flower is a solid. Orange juice is a liquid. Steam is a gas.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<p>U1_L1_ALL3_flashcards about matter  U1_L1_ALL4_classify the solids liquids and gases  Dictionary  U1_L1_ALL5_work group</p>	<p>PEER EVALUATION. Children work in group and interact to find solutions and record data. In this way, pupils can receive and give a feedback and correct each other.  FORMATIVE ASSESSMENT. The teacher evaluates students by observing how they work during the activity. The teacher gives oral feedback on how well learners are progressing.</p>
L	S	R	W								

4	15'	<p>CONTENT. to identify the three states of matter (solid, liquid</p>	<p>FOLLOW-UP ACTIVITY. Children will</p>	<p><b>Skills</b></p>	<p><input type="checkbox"/> Whole class</p>	<p>U1_L1_ALL6_follow up activity</p>	<p>FORMATIVE ASSESSMENT /</p>
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and gas).  
**COMMUNICATION.** to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.  
**COGNITION.** to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter.  
**CULTURE.** to be aware that everything is made up of matter.

summarize, on the blackboard, the information collected on the three states of matter. They will sort the matter pictures into the correct group and find other examples in the dictionary. At the end of the lesson each group will present their work to the others by sticking the flashcards on the blackboard.

L	S	R	W
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**Key vocabulary**

Key vocabulary  
 Vocabulary learned during the previous activity + some other examples of solids, liquids and gases.

**Communicative structures**

A ..... is a solid.  
 ..... is a liquid.  
 ..... is a gas. I can/can't see .... I can/can't hold ....

- Group work
- Pair work
- Individual work

blackboard

**PEER EVALUATION.** Listening to the students, the teacher assesses the learners' linguistic skills (listening, speaking and reading), the comprehension of the vocabulary and the linguistic structures. During this activity children correct the each-others pronunciations. Teacher evaluates students by observing how they work during the activity. Students give an oral presentation, cooperate with others, and ask for help when necessary.

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Solids, liquids and gases: their characteristics
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas).</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to engage in dialogue/discussion.</p> <p><b>COGNITION.</b> to think of examples of solids, liquids and gases; to identify some properties of matter.</p> <p><b>CULTURE.</b> to be aware that everything (also human beings) is made up of matter; to understand the importance of</p>	<p><b>WARM-UP ACTIVITY: BRAINSTORMING.</b> The teacher repeats what matter is with a brainstorming activity, by writing the simple words “MATTER” on the blackboard and asking what it means to the class. Students give possible answers, key words and ideas and discuss about it. Contributions are summarised on the blackboard by the teacher</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Brainstorming, vocabulary learned during the previous lesson.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	U1_L2_ALL1_brainstorming Blackboard	<p><b>FORMATIVE ASSESSMENT.</b> The teacher, through observation, assesses participation, interest of students and the use of language. The teacher assesses both linguistic skills and prior knowledge about the content. The teacher gives oral feedback on how well learners are progressing.</p>
L	S	R	W								

		importance of matter.	by the teacher, then the pupils copy the brainstorming activity on their exercise books.	<p><b>Communicative structures</b></p> <p>What do you think if I say matter? Matter is everywhere. Matter is anything that has mass and volume. There are three different states: solid, liquid and gas. A stone is a solid. Water is a liquid. Air is a gas. Matter is everything around you, including you! Matter is what all things are made of.</p>		
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2	15'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in</p>	<p><b>WHOLE CLASS ACTIVITY:</b> WATCH A POWERPOINT. The teacher introduces the content “three states of matter” by showing a ppt. Children complete a worksheet while they listen to the teacher explaining the</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous activity.</p> <p><b>Communicative structures</b> Let’s talk about matter! Matter is everything around us! What do they</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>LIM U1_L2_ALL2_ppt three states of matter</p> <p>U1_L2_ALL3_the three states of matter</p>	<p><b>FORMATIVE ASSESSMENT.</b> The teacher examines the students’ individual work, if they know what matter is, if they can identify the three states of matter, if they know the properties of</p>
L	S	R	W								

dialogue/discussion.  
COGNITION. to  
make predictions;  
to do observation;  
to think of  
examples of solids,  
liquids and gases;  
to classify items as  
being solids, liquids  
or gases; to  
compare different  
states of matter; to  
identify some  
properties of  
matter. CULTURE.  
to be aware that  
everything (also  
human beings) is  
made up of matter;  
to understand the  
importance of  
matter.

PowerPoint.

have in common?  
They are solids. I  
can see solids. I  
can hold solids.  
What do they have  
in common? They  
are liquids. I can  
see liquids. I cannot  
hold liquids. What  
do they have in  
common? They are  
gases. I cannot see  
gases. I cannot  
hold gases. Matter  
is everything that  
has a mass and  
volume. Mass is the  
amount of matter  
in a body. Volume  
is the space that a  
body takes up.  
Solid. I can see it. I  
can hold it. It has a  
definite volume. It  
has a definite  
shape. Liquid. I can  
see it. I cannot hold  
it. It has a definite  
volume. It does not  
have a definite  
shape. Gas. I  
cannot see it. I  
cannot hold it. It  
does not have a  
definite volume. It  
does not have a

the states of  
matter and if  
they can work  
autonomously.

				definite shape.							
3	20'	<p><b>CONTENT.</b> to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p><b>COGNITION.</b> to make predictions; to do observation; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter.</p> <p><b>CULTURE.</b> to be aware that everything is made up of matter.</p>	<p><b>WORK GROUP:</b></p> <p><b>EXPERIMENT.</b> The teacher splits the class into 5 groups composed of 4/5 children each.</p> <p>The teacher distributes the explanation sheets and invites the children to read. In turn, children repeat the explanatory phrases together with the teacher. Each group will analyze three objects: a stone, a glass of water and a balloon (full of air). Observing the three items, children will answer two questions: Can you change the volume of your objects? Can you change the shape of your</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous activity.</p> <p><b>Communicative structures</b> look at these objects: - a stone - a bottle of water - a balloon To study (by using beakers and balloons) their volume and shape: 1. Can you change the volume of your objects? 2. Can you change the shape of your objects? Does the volume of a solid change? No, the volume of a solid does not change. Does the shape of a solid change? No, the shape of a solid does not change. Does the volume of a liquid change?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	U1_L2_ALL4_States of Matter and their properties	<p><b>FORMATIVE ASSESSMENT.</b> Through observation of worksheets and listening to the students, the teacher assesses both the learners' linguistic skills and the comprehension of the content.</p>
L	S	R	W								

objects? Children can study volume and shape by using some items (different beakers and balloons). Children write down their answers. The students will compare the results achieved by reading their answers (they have a worksheet to complete).

No, the volume of a liquid does not change. Does the shape of a liquid change? Yes, the shape of a liquid can change. It takes the shape of its container. Does the volume of a gas change? Yes, the volume of a gas can change. Does the shape of a gas change? Yes, the shape of a gas can change.

4	15'	<p><b>CONTENT.</b> to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p><b>COGNITION.</b> to do observation; to classify items as being solids, liquids or gases; to identify some properties of matter.</p> <p><b>CULTURE.</b> to be aware that everything is made up of matter.</p>	<p><b>FOLLOW-UP ACTIVITY.</b> In pairs students receive a picture of a solid or a liquid or a gas and they write the sentences related to it. They must follow the instructions of the teacher to describe matter. The teacher asks the students to write the characteristics of a solid/liquid or gas. The students discuss in pairs about the characteristics of solids, liquids and gases.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="987 165 1274 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous lesson.</p> <p><b>Communicative structures</b> It is a solid/liquid/gas. I can/can't see it. I can/can't hold it. It has/does not have a definite shape. It has/does not have a definite volume.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>U1_L2_ALL5_follow up activity U1_L2_ALL6_pair work - solid U1_L2_ALL7_pair work - liquid U1_L2_ALL8_pair work - gas</p>	<p><b>PEER EVALUATION.</b> In pair children share ideas and make hypotheses and predictions about the topic. In this way, pupils can receive and give a feedback and correct each other.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	Particles of solids, liquids and gases		
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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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1	10'	<p><b>CONTENT.</b> to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p><b>COGNITION.</b> to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter.</p> <p><b>CULTURE.</b> to be aware that everything is made up of matter.</p>	<p><b>WARM-UP ACTIVITY.</b> The teacher introduces the topic by recalling the previous lesson. Using the stepping stone game children discuss with their partner about solids, liquids and gases. Children can write down the sentences they build and extend the activity by inventing their own ones.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="974 167 1317 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous lesson.</p> <p><b>Communicative structures</b> A _____ is a solid because it has a definite volume and a definite shape. _____ is a liquid because it has a definite volume but it does not have a definite shape. _____ is a gas because it does not have a definite volume and it does not have a definite shape.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	U1_L3_ALL1_stepping stone game	<p><b>PEER EVALUATION.</b> In pair children share ideas and make hypotheses and predictions about the topic. In this way, pupils can receive and give a feedback and correct each other.</p>
L	S	R	W								

2	20'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the</p>	<p><b>WHOLE CLASS: WATCH A VIDEO.</b> Children watch a video about particles in solids, liquids</p>	<p><b>Skills</b></p> <table border="1" data-bbox="974 1358 1317 1406"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work	LIM <a href="#">link</a>	<p><b>FORMATIVE ASSESSMENT.</b> The teacher, through observation, assesses</p>
L	S	R	W								

properties of the states of matter; to know the different particle model of matter.  
COMMUNICATION. to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.  
COGNITION. to make predictions; to do observation; to compare different states of matter; to identify some properties of matter. CULTURE. to be aware that everything is made up of matter and that differences depend on the way the atoms are packed together.

and gases. The teacher gives oral explication about the video clip and answers to the students' questions. By the end of this video the teacher asks the students to describe particles in solids, liquids and gases. Teacher and students discuss and analyze the characteristics of the particles in solids, liquids and gases.

### **Key vocabulary**

Particles, pattern, forces of attraction, to vibrate, to flow, to move freely.

### **Communicative structures**

SOLIDS PARTICLES ARE: very close together; regular pattern; very strong forces of attraction; cannot move very much, they can only vibrate. LIQUIDS PARTICLES ARE: not very close together; not in regular pattern; not very strong forces; they can flow. GASES PARTICLES ARE: not close together; not in regular pattern; not strong forces; can move freely.

▣ Individual work

participation, interest of students and the use of language.



3	15'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter; to know the different particle model of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p><b>COGNITION.</b> to make predictions; to observe; to compare different states of matter; to identify some properties of matter.</p> <p><b>CULTURE.</b> to be aware that everything is made up of matter and that differences depend on the way the atoms are packed together.</p>	<p><b>INDIVIDUAL WORK.</b> The teacher gives a worksheet about solids, liquids and gases particles to the students. Individually children complete them by drawing (using stickers) solids/liquids and gases particles on their exercise books.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="974 167 1317 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous activity.</p> <p><b>Communicative structures</b> Communicative structures learned during the previous activity.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>U1_L3_ALL2_solids liquids and gases particles</p> <p>U1_L3_ALL3_solids liquids and gases particles - stickers</p>	<p><b>FORMATIVE ASSESSMENT.</b> The teacher observes the students' individual work, if they know the characteristics of solids, liquids and gases particles and if they can work autonomously.</p>
L	S	R	W								

4	15'	CONTENT. to know					FORMATIVE
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the properties of the states of matter. COMMUNICATION. to use the subject-specific language; to engage in dialogue/discussion. COGNITION. to make predictions; to do observation; to compare different states of matter; to identify some properties of matter. CULTURE. to be aware that everything is made up of matter.

FOLLOW-UP ACTIVITY. The teacher explains that each object around us is made up of matter; we can classify the objects in three classes depending on their particles: solids: have got a definite shape; liquids: take the shape of their container; gases: fill completely their container. The teacher explains that through this experiment they are going to discover that a gas does not have a definite shape because its particles are not close together, neither are they in a regular

### Skills

L	S	R	W
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### Key vocabulary

definite shape, not definite shape, to take the shape of the container, to fill completely the container.

### Communicative structures

Does a solid have a definite shape? Yes, a solid has a definite shape. Does a liquid have a definite shape? No, a liquid does not have a definite shape. It takes the shape of its container. Does a gas have a definite shape? No, a gas does not have a definite shape. It fills completely the container.

- Whole class
- Group work
- Pair work
- Individual work

Materials for an experiment: Measuring spoon Measuring cup Two empty water bottles 2 different balloons Baking soda Vinegar  
U1\_L3\_ALL4\_experiment  
U1\_L3\_ALL5\_experiment  
gas shape

ASSESSMENT. The teacher, through observation, assesses participation, interest of students and the use of language.

pattern, nor are they held by strong forces.

As a consequence they can move freely. The experiment consists of:

Question: What happens when baking soda and vinegar are mixed together?

Hypothesis: does a gas have a definite shape? Children will conduct the experiment and they might say that a gas does not have a definite shape. It fills completely their container.

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	How to create a Lapbook part 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas.</p> <p><b>COGNITION.</b> to compare different states of matter; to identify some properties of matter.</p> <p><b>CULTURE.</b> to be aware that everything (also human beings) is made up of matter; to understand the importance of matter</p>	<p><b>WARM-UP ACTIVITY.</b> Students are divided into teams (4/5 children) and complete a relay race-one member runs to a specific location to read information, then runs back to the team to report it, where a secretary transcribes it. The groups choose the initial roles for each member. They will need some runners and a writer. The runners run to the posters, read one remember</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous lesson.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	U2_L1_ALL1_running dictation states of matter	<p><b>FORMATIVE ASSESSMENT.</b> The teacher, through observation, assesses participation, interest of students and the use of language.</p>
L	S	R	W								

		importance of matter.	one, remember what it says, run back to the team and recite the poster. The writer writes down exactly what the runner says on a small square of paper. The teacher checks for accuracy and tells the group which of the papers contain errors and therefore need to be re-checked by running back out into the hall. The first team to receive teacher's seal of approval wins.	<p><b>Communicative structures</b></p> <p>STATES OF MATTER</p> <p>Matter is everything around you, including you! Matter is what all things are made of. The three states of matter are: solid, liquid and gas. Solids have a definite volume and shape. Liquids have a definite volume but not a definite shape, they take the shape of the container. Gases do not have a definite volume and shape and fill completely their container.</p>		
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2	45'	CONTENT. to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter; to know the different particle model of matter.	INDIVIDUAL WORK. Students receive a worksheet with the instructions to make a lapbook about the states of matter. The teacher facilitates comprehension of	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	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	U2_L1_ALL2_HOW TO CREATE A LAPBOOK U2_L1_ALL3_lapbook template - front U2_L1_ALL4_lapbook template U2_L1_ALL5_lapbook vocab flipchart U2_L1_ALL6_lapbook	FORMATIVE ASSESSMENT. The teacher observes the students' individual work, if they know the characteristic of matter, if they can
L	S	R	W								



COMMUNICATION. to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion. COGNITION. to make predictions; to do observation; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter. CULTURE. to be aware that everything (also human beings) is made up of matter and that differences depend on the way the atoms are packed together; to understand the importance of matter.

the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task itself and encourages the students to read. Students express possible doubts, key words and ideas and discuss about it. Students must follow the directions of the teacher to create a foldable template. The teacher asks the children to reflect on what they have learned during the previous lessons.

### Key vocabulary

To fold, lapbook, flap, flipchart, to staple, characteristics, pockets, to look like, diagrams, science lab, baking soda, vinegar.

### Communicative structures

HOW TO CREATE A LAPBOOK! FOLD THE TWO SIDES UNTIL THEY MEET IN THE MIDDLE. WRITE THE TITLE "MY MATTER LAPBOOK" ON THE TOP OF THE LEFT FLAP. WRITE YOUR NAME "BY: ....."  
For example "By: Eleonora". WRITE THE DEFINITION OF MATTER ON THE TOP OF THE RIGHT FLAP. UNDER YOUR NAME WRITE: "MATTER CAN TAKE FORM OF: S \_ \_ \_ \_ , L \_ \_ \_ \_ AND G \_ \_ \_ . CUT THE VOCABULARY FLIPCHARTS AND STAPLE THEM TOGETHER. GLUE THE BACK AND DRAW PICTURES OF A SOLID,

solids pocket  
U2\_L1\_ALL7\_lapbook  
liquids and gases  
pockets

elaborate the information learnt about matter and if they can work autonomously.

A LIQUID AND A GAS.  
WRITE THE  
CHARACTERISTICS  
(definite volume and  
shape or not definite  
volume and shape) OF  
SOLIDS, LIQUIDS AND  
GASES IN THE CHARTS  
ON THE RIGHT FLAP.  
OPER YOUR LAPBOOK  
AND, ON THE LEFT  
FLAP, GLUE THE THREE  
POCKETS (ONE FOR  
SOLIDS, ONE FOR  
LIQUIDS AND ONE FOR  
GASES). CUT OUT THE  
PICTURES AND SORT  
THEM INTO THE  
CORRECT STATE OF  
MATTER POCKET. ON  
THE RIGHT FLAP WRITE:  
“WHAT DO THE  
PARTICLES LOOK LIKE?”  
AND THEN FILL IN THE  
DIAGRAMS BELOW  
WITH THE CORRECT  
PARTICLES FOR SOLID,  
LIQUID AND GAS.

INSIDE YOUR LAPBOOK  
WRITE THE TITLE  
“SCIENCE LAB: DOES A  
GAS HAVE A DEFINITE  
SHAPE?”. COMPLETE  
THE SCIENCE LAB  
WORKSHEET: BAKING  
SODA AND VINEGAR.

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	How to create a Lapbook part 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter; to know the different particle model of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p><b>COGNITION.</b> to make predictions; to do observation; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases.</p>	<p><b>WARM-UP ACTIVITY.</b> The teacher asks the students to keep making their lapbook. Before starting the teacher asks some students to read aloud the instructions and if there are any questions.</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous lesson.</p> <p><b>Communicative structures</b> Structures learned during the previous lesson.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	See materials of the previous lesson.	<p><b>FORMATIVE ASSESSMENT.</b> Through observation and listening to the students, teacher assesses both the learners' linguistic skills (listening, speaking and reading) and the comprehension of content (the use of specific vocabulary connected to the correct material).</p>
L	S	R	W								

		<p>SOLIDS, LIQUIDS OR GASES, to compare different states of matter; to identify some properties of matter. CULTURE. to be aware that everything (also human beings) is made up of matter and that differences depend on the way the atoms are packed together; to understand the importance of matter.</p>				
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2	45'	<p>CONTENT. to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter; to know the different particle model of matter. COMMUNICATION. to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion. COGNITION. to make predictions; to do observation; to think of</p>	<p>INDIVIDUAL WORK. Students keep making their lapbook.</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous lesson.</p> <p><b>Communicative structures</b> Communicative structures learned during the previous lesson.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>U2_L2_ALL1_lapbook U2_L2_ALL2_lapbook2 U2_L2_ALL3_Benedetta's lapbook - front U2_L2_ALL4_Benedetta's lapbook</p>	<p>FORMATIVE ASSESSMENT. The teacher observes the students' individual work, if they know the characteristic of matter, if they can elaborate the information learnt about matter and if they can work autonomously.</p>
L	S	R	W								

		<p>examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter.</p> <p>CULTURE. to be aware that everything (also human beings) is made up of matter and that differences depend on the way the atoms are packed together; to understand the importance of matter.</p>				
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3	10'	<p>CONTENT. to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter; to know the different particle model of matter.</p> <p>COMMUNICATION. to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in</p>	<p>PAIR WORK. Each couple receives a worksheet to express his opinion through a numerical scale, and they orally have to motivate it to the partner. On the worksheet</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> To express, numerical evaluation, maximum, minimum, to motivate, accurate.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>U2_L2_ALL5_peer assessment express a numerical evaluation</p>	<p>PEER ASSESSMENT. Each couple expresses a motivated opinion on the work of the partner.</p>
L	S	R	W								

dialogue/discussion.  
COGNITION. to make predictions; to do observation; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter.  
CULTURE. to be aware that everything (also human beings) is made up of matter and that differences depend on the way the atoms are packed together; to understand the importance of matter.

there's the linguistic structure for the answer that they have to complete. Students during this activity can use L1 to express their opinions.

### **Communicative structures**

Do you like this lapbook? Yes, I like it. No, I don't like it. Do you think it is accurate? I think the lapbook is accurate, because ... I think the lapbook isn't accurate, because ... In your opinion are the definitions correct? In my opinion the definitions are correct. For example ... In my opinion the definitions are not correct. For example ...

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Posters and poems
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	<p>CONTENT. to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter.</p> <p>COMMUNICATION. to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p>COGNITION. to observe; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter.</p> <p>CULTURE to be aware</p>	<p>WARM-UP ACTIVITY. The teacher gives to the classroom the worksheet “solids liquids and gases poem”.</p> <p>Students, one at time, read a sentence and try to understand it. If they don’t understand, students ask help to the teacher or classmates: “What’s the Italian for ... ?”.</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> To move around, smoothly, to flow, quickly, kite, bubble, to breathe.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>U3_L1_ALL1_solids liquids gases poems</p>	<p>FORMATIVE ASSESSMENT. The teacher, through observation, assesses participation, interest of students and the use of language.</p>
L	S	R	W								

		<p>COLOUR. to be aware that everything (also human beings) is made up of matter; to understand the importance of matter.</p>		<p><b>Communicative structures</b></p> <p>SOLIDS. A solid is a solid. It doesn't change shape. It can't move around. It stays in one place. Your desk is a solid. And so is your chair. Just look in your classroom! Wow! They are everywhere!</p> <p>LIQUIDS. A liquid moves smoothly. We say that it flows from one place to another. How quickly it goes! We know that most liquids are easy to see, with no shape of their own. They are not like you and me.</p> <p>GASES. Air is a gas. We can't see it, that's true. But often we feel it in things that we do. It keeps up a kite. Air fills up a bubble. Without it to breathe, we would be in BIG trouble!</p>		
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2	100'	<p>CONTENT. to learn what matter is; to identify the three states of matter (solid, liquid and gas); to</p>	<p>GROUP WORK: POSTERS. Children will summarize the information collected on the</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p>	<p>U3_L1_ALL2_poster U3_L1_ALL3_poster states of matter U3_L1_ALL4_poster solid liquid and gas</p>	<p>FORMATIVE ASSESSMENT. Through observation and listening to the</p>
L	S	R	W								



		<p>know the properties of the states of matter; to know the different particle model of matter.</p> <p>COMMUNICATION. to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p>COGNITION. to make predictions; to do observation; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter.</p> <p>CULTURE. to be aware that everything (also human beings) is made up of matter and that differences depend on the way the atoms are packed together; to understand the importance of matter.</p>	<p>states of matter by using a poster. They will write down the ideas about the poster cooperating with others: they will prepare a group presentation about the research. During this activity students can use L1 to express their opinion.</p>	<p><b>Key vocabulary</b> Vocabulary learned during previous lessons.</p> <p><b>Communicative structures</b> Communicative structures learned during the previous activity.</p>	<input checked="" type="checkbox"/> Individual work	<p>U3_L1_ALL5_poster gases U3_L1_ALL6_poster solids U3_L1_ALL7_poster liquids</p>	<p>students, teacher assesses both the learners' linguistic skills (listening, speaking and reading) and the comprehension of content (the use of specific vocabulary connected to the correct state of matter). Each student reflects on his/her own learning process. The teacher observes the participation during the group work.</p>
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3	10'	<p>CONTENT. to learn what matter is; to identify the three states of matter (solid,</p>	<p>GROUP WORK: POSTERS PRESENTATION. At the end of</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work	<p>U3_L1_ALL8_poster states of matter presentation</p>	<p>FORMATIVE ASSESSMENT / PEER ASSESSMENT.</p>
L	S	R	W								

liquid and gas); to know the properties of the states of matter; to know the different particle model of matter.

COMMUNICATION. to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.

COGNITION. to make predictions; to do observation; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter.

CULTURE. to be aware that everything (also human beings) is made up of matter and that differences depend on the way the atoms are packed together; to understand the importance of matter.

the lesson three groups will present their poster to the others. Teacher asks the children to see if they can find similarities and differences between the posters. Students during this activity can use L1 to express their opinion.

### **Key vocabulary**

Vocabulary learned during the previous activity.

### **Communicative structures**

Communicative structures learned during previous activity. What are the similarities between these posters? And differences? What do you like in this poster? What changes would you make to...?

- Pair work
- Individual work

U3\_L1\_ALL9\_poster  
solid liquid and gas presentation  
U3\_L1\_ALL10\_poster  
gases presentation

Listening to the students, the teacher assesses the learners' linguistic skills (listening, speaking and reading) and the linguistic structures. During this activity children correct each other the incorrect pronunciations.

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Board game: snakes and ladders
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter; to know the different particle model of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p><b>COGNITION.</b> to make predictions; to observe; to think of examples of solids, liquids and gases; to classify items as</p>	<p>WARM-UP ACTIVITY: POSTER PRESENTATION.</p> <p>At the beginning of the lesson two groups will present their poster to the others. Teacher asks the children to see if they can find similarities and differences between the posters. Students during this activity can use L1 to express their opinion.</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous activity.</p> <p><b>Communicative structures</b> Communicative structures learned during the previous lesson.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>U3_L2_ALL1_poster liquids presentation</p> <p>U3_L2_ALL2_poster liquids presentation</p>	<p>FORMATIVE ASSESSMENT / PEER ASSESSMENT.</p> <p>Listening to the students, the teacher assesses the learners' linguistic skills (listening, speaking and reading) and the linguistic structures.</p> <p>During this activity children check each other's pronunciations.</p>
L	S	R	W								

		<p>classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter. CULTURE. to be aware that everything (also human beings) is made up of matter and that differences depend on the way the atoms are packed together; to understand the importance of matter.</p>				
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2	100'	<p>CONTENT. to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter; to know the different particle model of matter.</p> <p>COMMUNICATION. to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p>	<p>GROUP WORK. BOARD GAME: SNAKES AND LADDERS. Teacher shares out a set of board game. The teacher reads the instructions. Teacher facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Counter, dice, ladder, to take up, quickly, tightly, gasoline, soda, to spread out, truck.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>U3_L2_ALL3_board game directions U3_L2_ALL4_board game U3_L2_ALL5_play the game U3_L2_ALL6_board game</p>	<p>FORMATIVE ASSESSMENT / PEER EVALUATION. Listening to the students, the teacher assesses the learners' linguistic skills (listening, speaking and reading), the comprehension of the new vocabulary and the linguistic structures.</p>
L	S	R	W								

COGNITION. to make predictions; to do observation; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter. CULTURE. to be aware that everything (also human beings) is made up of matter and that differences depend on the way the atoms are packed together; to understand the importance of matter.

reads the task itself and encourages the students to read. Students listen to the teacher's introduction and explanation - read the task and share his/her ideas with his/her classmate. Children will summarize the information collected on the states of matter by using a board game: snake and ladder. The activity continues until all the board games are finished.

### **Communicative structures**

Answer the questions:  
Takes the shape of the container  
Particles move freely  
Particles move quickly  
Particles are packed tightly  
Particles are all spread out  
Particles are close together  
Have definite volume  
Doesn't change shape  
Takes up space  
Particles don't move  
Fill the space of the container  
Can't always see it  
Have definite shape  
Volume stays the same  
Have no definite volume  
Make an example of a solid, liquid or gas:  
Gas  
Liquid  
Solid  
Say if the name refers to a solid, liquid or gas and draw it in the box (on the board game):  
Smoke  
Helium  
Water  
Coffee  
Oxygen  
Table  
Glue  
Gasoline  
Steam  
Milk  
Rain  
Soda  
Truck  
Ice  
Air

During this activity children check each other's pronunciations.

3	10'	<p>CONTENT. to learn what matter is.</p> <p>COMMUNICATION. to use the subject-specific language; to engage in dialogue/discussion.</p> <p>COGNITION. to do observation.</p> <p>CULTURE. to understand the importance of matter.</p>	<p>FOLLOW-UP ACTIVITY. Reflect on a learning experience.</p> <p>During a plenary, the teacher asks the children to reflect on how they felt during the lessons and why; if they were interested and what was particularly interesting, what was difficult during the lesson.</p> <p>Teacher asks some volunteers to read aloud their answers.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1025 167 1366 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> To feel, feelings.</p> <p><b>Communicative structures</b> How do you feel about today's lesson? Why?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>U3_L2_ALL7_how do you feel</p> <p>U3_L2_ALL8_answer how do you feel</p>	<p>SELF EVALUATION / FORMATIVE ASSESSMENT. Each student reflects on his/her own learning process and feelings about it. The teacher observes the participation during the conversation.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	Test: states of matter		
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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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1	45'	<p><b>CONTENT.</b> to learn what matter is; to identify the three states of matter (solid, liquid and gas); to know the properties of the states of matter; to know the different particle model of matter.</p> <p><b>COMMUNICATION.</b> to use the subject-specific language; to explain why an item is a solid, liquid or gas; to engage in dialogue/discussion.</p> <p><b>COGNITION.</b> to make predictions; to observe; to think of examples of solids, liquids and gases; to classify items as being solids, liquids or gases; to compare different states of matter; to identify some properties of matter.</p> <p><b>CULTURE.</b> to be aware that everything (also human beings) is made up of matter and that differences depend on the way the atoms are packed together; to understand the importance of matter.</p>	<p><b>TEST.</b> Teacher tests the students about the understanding of the content asking them to complete a written test.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1039 164 1382 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Vocabulary learned during the previous lessons.</p> <p><b>Communicative structures</b> See the test about matter and the states of matter.</p>	L	S	<b>R</b>	W	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<p>U4_L1_ALL1_test states of matter part 1 U4_L1_ALL2 test Matter Solids Liquids Gases Sorting Worksheet part 2</p>	<p><b>SUMMATIVE ASSESSMENT.</b> Through observation of worksheets the teacher assesses both the learners' linguistic skills (writing) and the comprehension of content.</p>
L	S	<b>R</b>	W								



2	15'	To reflect on a learning experience and to understand the importance of matter.	<p><b>FOLLOW-UP ACTIVITY: REFLECT ON A LEARNING EXPERIENCE.</b></p> <p>During a plenary, the teacher asks the children to reflect on what they have learned during the lessons: three new things they now know, if they were interested and what was particularly interesting, what was difficult during the lesson. The teacher gives to the students an exit ticket to complete and stick on their exercise book.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1039 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Exit ticket. Vocabulary learned during the previous lessons.</p> <p><b>Communicative structures</b> Can you tell me three new things that you learned today? Today I learned... What was interesting? What was difficult?" Write three words you have learnt today. Circle the emoji that reflects how you got on in today's lesson. Explain your reasons why. I choose this emoji because...</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<p>U4_L1_ALL3_Emoji-exit-ticket U4_L1_ALL4_exit ticket Nicola U4_L1_ALL5_exit ticket Maria U4_L1_ALL6_exit ticket Lorenzo U4_L1_ALL7_exit ticket Maddalena</p>	<p><b>SELF EVALUATION / FORMATIVE ASSESSMENT.</b></p> <p>Each student reflects on his/her own learning process and feelings about it. The teacher observes the participation during the conversation.</p>
L	S	R	W								