

CLIL Module Plan

Author(s)					
School					
School Grade	<input 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 type="radio"/> 4	<input type="radio"/> 5
Subject			Topic		
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch		

Personal and social-cultural preconditions of all people involved	
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Students' prior knowledge, skills, competencies	Subject	Language

Timetable fit	<input checked="" type="radio"/>	Length
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Description of teaching and learning strategies	
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Overall Module Plan

Unit: 1 Separation techniques Unit length: 1 h	Lesson 1 Separation techniques
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CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Separation techniques
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	activation of previous Knowledge Knowledge of key words of the topic	guided brain storming: (competition among students, the class is splitted in two teams and teacher shows an activity true or false)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary separation, filtration, distillation, cromatography, mixture, solution, solid, liquid.</p> <p>Communicative structures do you know ? What do you think about...? I think...</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	PPT made by the teacher and pictures taken by the teacher worksheet 0 for the answer made by teacher	Informal assessment, self assessment, instant feedback
L	S	R	W								

2	20 minutes	knowledge of the basis of the different types of separations	Class is split in four groups (cooperative learning) and each team works by itself on the aim of the different technique. this is match activity with a short descriptions and a materials picture	<p>Skills</p> <table border="1" data-bbox="1160 165 1496 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Settling: glass rod, sand, water, beakers Filtration: filter, funnel, ring stand Distillation: red wine, Bunsen, refrigeration, solvent, solute, thermometer, flasks Cromatography: filter paper, markers, pencil, cromatography chamber, water, alchool. pour, swirl, pick up, separate, run, heat, cool</p> <p>Communicative structures How do you make...? What is the aim of...?</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	worksheet 1 made by the teacher	informal assessment: teacher give a general evaluation about their team roles
L	S	R	W								

3	16 minutes	learning of the aim of each technique. Identification of materials and instrument used in each technique	speaker of each team reads to the class the definition of one separation technique chosen by the teacher. The other groups check the answer.	<p>Skills</p> <table border="1" data-bbox="1160 165 1496 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary the same vocabulary used in the previous activity</p> <p>Communicative structures</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	the same worksheet used in the previous activity	informal assessment: teacher give a general evaluation about the team work
L	S	R	W								

4	4 minutes	Students improve their knowledge about each technique.	wrap up activity: students check their answers using the teacher PPT presentation and ask questions.	<p>Skills</p> <table border="1" data-bbox="1160 703 1496 750"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary the same vocabulary used in the previous activities</p> <p>Communicative structures Could you explain....? Could you read....?</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	PPT presentation made by the teacher	informal assessment, self assessment and feedback from the teacher
L	S	R	W								