

CLIL Module Plan

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School	Centromoda Canossa				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Matematica		Topic	ALGEBRA	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Student groups and classes in both educational institutions are rather heterogeneous as regards linguistic competences, both in their mother tongue and in the English and German language. Levels vary from class to class and we can generally say that in both schools involved they go from A1-2 (mainly in the first year) to B1 (in the second and third years) or even above (B2-C1) in the fifth year. In previous years all groups involved have shown interest in CLIL modules, positively responding to the activities proposed, showing appreciation for a more active way of teaching and learning. In terms of commitment to learning and motivation they are very different and slightly less motivated than technical or grammar school students, because their main goal is to get trained and find a job. The students' technical abilities and skills develop over the 4-5 years of study and they all get on-the-job training in the 3rd and 4th year. Some of them complete their internships abroad, mainly in the UK but also in Germany and Austria. Our educational institutions are both vocational schools, that is, they are mainly oriented to training students to become responsible professionals in their specific field of expertise. In the last few years, though, the curriculum has changed to cover more academic subjects like History, Maths, History of Art, English and German and is now offering the opportunity to complete the course of study with a final 5th year, that also prepares students to go on to further or academic education. CMC: students come from all over the Region, as this is the only school for fashion design in Trentino, some spend an hour getting home. This doesn't leave them much time for homework or study. There are many students with migratory backgrounds at CMC but the Institution is very inclusive and supports students with special educational needs in many different ways throughout the various activities in class and outside. The teachers involved in the CLIL modules</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Students need to know the four operations and exponentiation in natural, integer, rational and real number sets.	The prior knowledge of the students covers what has been learned in the primary and middle school. We can say for the first years it is very basic with a few exceptions. They need to have at least good A1 level.

Timetable fit	☉ Module	Length 20
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Description of teaching and learning strategies	<p>Methodological approaches: Task-Based Learning, Project-Based Learning, Cooperative Learning. Choices and strategies to promote interaction and communication during the lesson involving students: pair work, group work, plenary share. During the whole length of the module the teacher provides personal support to each student who needs it, and the support becomes even stronger when there are moments of co-teaching. Learning activities connected to expected learning outcomes: classwork and homework are both oriented towards the progressive growth of the students' personal skills in order to achieve the expected learning outcomes. Content and language input: the focus of the input is on authentic materials. Every activity is designed so that it can meet both a lower and a higher level of competence. The goal is to avoid boredom of more proficient students and overchallenging tasks for special needs kids. ICT learning tools and media: video, slideshows. Materials to support content/procedure/paedagogical/language scaffolding: the guiding ppt contains procedural scaffolding such as timing for each activity, clearly written instructions, so that special needs kids are guided throughout the process to prevent confusion through lack of information. Assessment and Evaluation: Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use these are the common criteria: “rarely uses the language required, sometimes uses the language required, always uses the language required” During all the activities of each module we have used the same assessment and observation grids and assessment criteria as a team resource, so as to have conformity in the use of different tools, shared among all of us. (see attached files: Assessment grid; Peer Assesment; Observation Grid 1; Observation Grid 2)</p>
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Overall Module Plan

Unit: 1 MONOMIALS Unit length: 8	Lesson 1 INTRODUCTION TO ALGEBRAIC EXPRESSIONS
	Lesson 2 PARTS OF ALGEBRAIC EXPRESSIONS
	Lesson 3 COEFFICIENT AND LIKE TERMS
	Lesson 4 MONOMIALS AND DEGREE
	Lesson 5 ADDING MONOMIALS
	Lesson 6 SUBTRACTING MONOMIAL
	Lesson 7 MULTIPLYING MONOMIALS
	Lesson 8 CONSOLIDATING MONOMIALS

Unit: 2 POLYNOMIALS Unit length: 8	Lesson 1 WHAT ARE POLYNOMIALS?
	Lesson 2 NAMING POLYNOMIALS
	Lesson 3 PARTS OF POLYNOMIALS
	Lesson 4 INTRODUCTION TO ADDING AND SUBTRACTING POLYNOMIALS
	Lesson 5 ADDING AND SUBTRACTING POLYNOMIALS
	Lesson 6 MULTIPLYING POLYNOMIALS
	Lesson 7 SPECIAL BINOMIAL PRODUCTS
	Lesson 8 CONSOLIDATING POLYNOMIALS

Unit: 3 FIRST GRID EQUATIONS Unit length: 4	Lesson 1 WHAT ARE EQUATIONS?
	Lesson 2 INVERSE OPERATIONS AND BALANCED SCALE PROBLEMS
	Lesson 3 SOLVING EQUATIONS
	Lesson 4 CONSOLIDATING EQUATIONS

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	INTRODUCTION TO ALGEBRAIC EXPRESSIONS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15	ACTIVATING PRIOR KNOWLEDGE	BRAINSTORMING	<div> Skills </div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT </div> <div> Communicative structures CAN YOU TELL ME...? WHAT IS? DO YOU KNOW....? DOES THIS EXPRESSION CONTAIN...? </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	SLIDES INTERACTIVE BOARD	SUMMARY PROVIDED BY THE TEACHER. SEE ASSESSMENT AND OBSERVATION GRIDS.

2	20	GLOBAL UNDERSTANDING INTRODUCING SPECIFIC TERMINOLOGY	WATCH 4 SHORT VIDEOS	<div data-bbox="1086 92 1442 129">Skills</div> <div data-bbox="1093 165 1435 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1086 245 1442 576"> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM </div> <div data-bbox="1086 596 1442 884"> Communicative structures LISTEN CAREFULLY..... WHAT IS....? LOOK AT ... DOES THIS EXPRESSION CONTAIN....? YES, IT DOES NO, IT DOESN'T </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	VIRTUAL NERD VIDEO: - WHAT IS A VARIABLE? link - WHAT IS A CONSTANT? link - WHAT ARE NUMERICAL AND ALGEBRAIC EXPRESSIONS? link - WHAT'S A TERM? link	SUMMARY PROVIDED BY THE TEACHER. SEE ASSESSMENT AND OBSERVATION GRIDS.
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3	20	KNOWING A DEFINITION	STUDENTS IN PAIRS TRY TO REMEMBER PARTS OF THE ALGEBRAIC EXPRESSIONS AND THE DEFINITIONS THAT THEY HAVE LISTENED TO IN VIDEOS. THE TEACHER HELPS STUDENTS TO WRITE DEFINITIONS IN CORRECT ENGLISH.	<div data-bbox="1086 92 1444 129">Skills</div> <div data-bbox="1086 165 1444 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1086 245 1444 576"> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM </div> <div data-bbox="1086 596 1444 810"> Communicative structures A TERM IS.... A VARIABLE IS.... A CONSTANT IS.... </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	PAPERS TO WRITE THE DEFINITIONS	TEACHER EVALUATES THE STUDENT DEFINITIONS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	PARTS OF ALGEBRAIC EXPRESSIONS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20	IDENTIFY DIFFERENT PARTS OF ALGEBRAIC EXPRESSIONS	TEACHER SHOWS PARTS OF AN ALGEBRAIC EXPRESSION AND ASKS STUDENTS TO IDENTIFY THEM	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS.... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	LIST OF PARTS OF ALGEBRAIC EXPRESSION WHITEBOARD	GROUP CLASS ASSESSMENT. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.

2	35	DEFINE PARTS OF ALGEBRAIC EXPRESSION. THE GOAL OF THE ACTIVITY IS TO FIGURE OUT THE NAME OF THE OTHER PERSON'S EXPRESSION AS FAST AS POSSIBLE, TO EXCHANGE INFORMATION (TRADE CARDS), AND FIND A NEW PARTNER TO GET MORE PRACTICE.	STUDENTS WORK IN PAIR TO DEFINE PARTS OF AN ALGEBRAIC EXPRESION. EACH STUDENT GETS A CARD. ONE SIDE HAS A PARTS OF ALGEBRAIC EXPRESSION WRITEN ON IT IN MARKER. THE OTHER SIDE HAS THE NAME OF THIS PART WRITTEN IN PENCIL. STUDENTS STAND UP AND PAIR UP.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM</div> <div>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	WORKSHEETS/CARDS	THE INTERACTIONS BETWEEN THE STUDENTS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	COEFFICIENT AND LIKE TERMS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15	REMEMBER AND CONSOLIDATE TERMINOLOGY	BRAINSTORMING: COMPLETE GAP FILLING EXERCISE	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> M.3.1.pdf WORKSHEET M.3.1	THE ANSWERS OF THE GROUPS TO THE EXERCISES OF THE WORK SHEETS. SEE OBSERVATION AND ASSESSMENT GRIDS.

2	40	GLOBAL UNDERSTANDING TERMINOLOGY	STUDENTS WATCH TWO SHORT VIDEOS TWICE AND THEY COMPLETE TWO GAP FILLING EXERCISES	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER </div> <div> Communicative structures LET'S IDENTIFY... ...IN FRONT OF... THAT'S NO RIGHT THAT MEANS THEY HAVE... </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • M.3.2.pdf VIDEOS: link WORKSHEET M.3.2	THE ANSWERS OF THE STUDENTS TO THE EXERCISES OF THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	MONOMIALS AND DEGREE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30	INTRODUCING TERMINOLOGY GLOBAL UNDERSTANDING FIND EXAMPLES AND NON EXAMPLES	STUDENTS WATCH TWO SHORT VIDEOS	<div data-bbox="1025 92 1368 129">Skills</div> <div data-bbox="1025 165 1368 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1025 245 1368 699"> <p>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE</p> <p>Communicative structures WHAT IS....? A MONOMIAL CAN BE... WE'RE MULTIPLYING.... WE ARE DIVIDING... THE DEGREE OF A MONOMIAL IS...</p> </div>
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☐ Whole class
☐ Group work
☐ Pair work
☒ Individual work

2	25	IDENTIFY MONOMIALS AND THEIR DEGREE	TEACHER SHOWS TERMS AND ASKS STUDENTS TO IDENTIFY THEM. TEACHER SHOWS MONOMIALS AND ASKS STUDENTS TO CALCULATE THE DEGREE	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE </div> <div> Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...? </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	LISTS OF TERMS/MONOMIALS WHITEBOARD	THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	ADDING MONOMIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20	PRACTISING SPECIFIC VOCABULARY MEMORIZING KEY WORDS	TEACHER WRITES AN ALGEBRAIC EXPRESSION ON THE WHITEBOARD AND ASKS STUDENTS TO IDENTIFY EACH PART OF THAT	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE</div> <div>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS.... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	WHITEBOARD	GROUP ASSESSMENT. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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2	35	ACTIVATING KEY WORDS ADDING AND SUBTRACTING MONOMIALS TRANSFORMING SYMBOLS IN MATH LANGUAGE	STUDENTS IN PAIRS TRY TO UNDERSTAND HOW TO ADD AND SUBTRACT MONOMIALS AND THEN THEY DO SOME SIMPLE EXERCISES	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS </div> <div> Communicative structures ...PLUS/MINUS...EQUAL TO... COMBINE SIMPLIFY </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • M.5.2.1.pdf • M.5.2.2.pdf • M.5.2.3.pdf WORKSHEETS M.5.2.1 M.5.2.2 (link) M.5.2.3 (link)	THE ANSWERS OF THE PAIRS TO THE EXERCISES ON THE WORK SHEETS. COMPARE AND CONTRAST BETWEEN THE PAIRS. DOUBLE CHECK WITH REALIA. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	SUBTRACTING MONOMIAL
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	35	ADDING AND SUBTRACTING MONOMIALS	TEACHER PUTS SOME CARDS IN A BOX WITH AN ALGEBRAIC EXPRESSION TO SOLVE ON ONE SIDE AND THE RESULT ON THE OTHER SIDE. EACH STUDENT TAKES A CARD FROM THE BOX, AND TRIES TO SOLVE THE EXERCISE. WHEN THEY HAVE DONE SO, THEY TAKE ANOTHER CARD. THE ONE WHO HAS SOLVED THE MOST EXPRESSIONS CORRECTLY WINS	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS </div> <div> Communicative structures ...PLUS/MINUS...EQUAL TO... COMBINE SIMPLIFY </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• M.6.1.pdf CARDS AND PAPERS M.6.1 (Printertest)	THE ANSWERS OF THE STUDENTS TO THE EXPRESSIONS OF THE WORK SHEETS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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2	20	ADDING AND SUBTRACTING MONOMIALS	STUDENTS HAVE TO SOLVE A DOMINO GAME. STUDENTS SOLVE THE PUZZLE BY MATCHING SOLUTIONS TO EXPRESSIONS WITH MONOMIALS. AT THE END THE STUDENTS HAVE A BIG DIAMOND FORMED OF MANY SMALL TRIANGLES	<div data-bbox="1088 92 1444 129">Skills</div> <div data-bbox="1088 165 1444 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1088 245 1444 858"> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS </div> <div data-bbox="1088 879 1444 1082"> Communicative structures ...PLUS/MINUS...EQUAL TO... COMBINE SIMPLIFY </div>	<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"> • M.6.2.pdf DOMINO WORKSHEET M.6.2 (Printrest)	CHECK THAT THE BIG DIAMOND IS CORRECT. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	MULTIPLYING MONOMIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15	Practicing adding and subtraction of monomials	Complete the pyramid combining the like terms	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• M.7.1.pdf worksheet M.7.1	THE ANSWERS OF THE STUDENTS TO THE EXERCISES ON THE WORK SHEET. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS											
				Communicative structures ...plus....is equal to...							

2	10	global understanding of product and power of monomials	Watch two short videos about product and power of monomials. Class discussion: teacher asks students what they have understood	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div><div>Key vocabulary</div><div>VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER</div></div><div><div>Communicative structures</div><div>WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS..... THIS IS.... CAN YOU TELL ME.... ...TO THE POWER OF...</div></div></div></div> <div><div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div></div>	VIDEO: link link	DIRECT QUESTIONS, SUMMARY PROVIDED BY THE TEACHER. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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3	10	ACTIVATING KEY WORDS MULTIPLY MONOMIALS	STUDENTS IN PAIRS TRY TO UNDERSTAND HOW TO MULTIPLY MONOMIALS AND THEN THEY DO SOME SIMPLE EXERCISES	<div> Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <p>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER</p> <p>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...? COMBINE SIMPLIFY</p> </div>	<div> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> • M.7.3.1.pdf • M.7.3.2.pdf <p>WORKSHETTS M.7.3.1 (link) M.7.3.2 (link)</p>	<p>WRITING EXERCISES. COMPARE AND CONTRAST BETWEEN THE PAIRS. THE ANSWERS OF THE PAIRS TO THE EXERCISES OF THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.</p>
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4	20	CONSOLIDATING MULTIPLAY MONOMIALS	STUDENTS HAVE TO SOLVE A DOMINO GAME. STUDENTS SOLVE THE PUZZLE BY MATCHING SOLUTIONS TO EXPRESSIONS WITH MONOMIALS. AT THE END THE STUDENTS HAVE A BIG TRIANGLE FORMED OF MANY SMALL TRIANGLES	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER</div> <div>Communicative structures COMBINE SIMPLIFY ...TIMES....EQUAL TO...</div>	<div><input type="checkbox"/> Whole class</div> <div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div>• M.7.4.pdf</div><div>DOMINO WORKSHEET M.7.4 (Printerest)</div></div>	CHECK THAT THE BIG TRIANGLE IS CORRECT THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	CONSOLIDATING MONOMIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15	CONSOLIDATING AND REVISING VOCABULARY AND TERMINOLOGY	TEACHER PUTS CARDS, SOME WITH SPECIFIC TERMS AND SOME WITH DEFINITIONS, IN A BOX. EACH STUDENT TAKES A CARD. STUDENTS HAVE TO FIND THEIR PARTNER SO THAT EACH PAIR HAS A SPECIFIC TERM AND ITS DEFINITION.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• M.8.1.pdf CARDS M.8.1	EACH PAIR READS THE SPECIFIC TERM AND ITS DEFINITION TO THE WHOLE CLASS AND THE OTHER STUDENTS VERIFY IF IT'S CORRECT. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
				<div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>			
				<p>Key vocabulary</p> VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER			
				<p>Communicative structures</p> WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?			

2	15	REVISING TERMINOLOGY	FIND LIKE TERMS. ADD AND SUBTRACT TERMS AND	Skills		• M.8.2.pdf	THE ANSWERS OF THE PAIRS
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CHECKING
ABILITY TO ADD
AND SUBTRACT
LIKE AND
UNLIKE TERMS

COMPLETE A TABLE. MATCH
SOME SIMPLE OPERATIONS
WITH THE CORRECT
SOLUTIONS.

L	S	R	W
---	---	---	---

Key vocabulary
VARIABLE; SYMBOL;
EXPRESSION;
CONSTANT; FIXED
VALUE; ADDITION;
SUBTRACTION;
PRODUCT; DIVISION;
EXPONENT; TERM; LIKE
TERM; UNLIKE TERM;
COEFFICIENT; POWER;
MONOMIAL; DEGREE;
SHAPES; TRIANGLES;
CIRCLES; PLUS; MINUS;
TIMES; MATH
OPERATIONS;

**Communicative
structures**
...PLUS/MINUS...EQUAL
TO... COMBINE
SIMPLIFY WHAT IS...?
ARE YOU SURE? YES,
IT'S RIGHT! NO, TRY
AGAIN! LOOK THIS THIS
IS.... CAN YOU TELL
ME.... DO YOU KNOW...?

- ☐ Whole
class
- ☐ Group
work
- ☒ Pair work
- ☐ Individual
work

WORKSHEET
M.8.2

TO THE
QUESTIONS
THE WORK
SHEETS. THE
QUALITY OF
THE
INTERACTIONS.
SEE
OBSERVATION
AND
ASSESSMENT
GRIDS.

3	25	BEING ABLE TO DO THE 4 OPERATIONS WITH MONOMIALS	SOLVE EXPRESSIONS	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER </div> <div> Communicative structures ...PLUS/MINUS...EQUAL TO...TIMES....EQUAL TO.... ...TO THE POWER OF..... </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• M.8.3.pdf WORKSHEET M.8.3	THE ANSWERS OF THE STUDENTS TO THE EXERCISES ON THE WORK SHEETS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	WHAT ARE POLYNOMIALS?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15	GLOBAL UNDERSTANDING FIND EXAMPLES AND NON EXAMPLES	WATCH SHORT VIDEO ABOUT CHARACTERISTICS OF POLYNOMIALS	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	VIDEO (from begin to 5:15 minutes): link	GROUP/CLASS ASSESSMENT. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			

				<div><div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div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		<p>ITS CHARACTERISTICS</p>	<p>NON-EXAMPLES. STUDENTS WITH THE TEACHER DECIDE WHAT TO WRITE IN THE "DEFINITION" BOX AND THE "CHARACTERISTICS" BOX. STUDENTS WRITE THEIR OWN EXAMPLE AND NON-EXAMPLE ON THEIR MAP.</p>	<div><p>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN;</p><p>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</p></div>	<div><p><input type="checkbox"/> Pair work</p><p><input type="checkbox"/> Individual work</p></div>		<p>THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.</p>
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3	20	IDENTIFY A POLYNOMIAL AND BEING ABLE TO JUSTIFY A CHOICE	STUDENTS HAVE TO COLOR THE BOXES THAT CONTAIN POLYNOMIALS. IF A BOX DOES NOT CONTAIN A POLYNOMIAL, STUDENTS HAVE TO WRITE DOWN WHAT IS WRONG AND EXPLAIN WHY.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; </div> <div> Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...? </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• P.1.3.pdf WORKSHEET P.1.3 (link)	COMPARE IN CONTRAST BETWEEN THE PAIRS. THE ANSWERS OF THE PAIRS TO THE EXERCISES OF THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	NAMING POLYNOMIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15	INTRODUCING NAMING POLYNOMIALS ACCORDING TO THEIR DEGREE AND NUMBER OF TERMS	WATCH TWO SHORT VIDEOS AND HAVE A SHORT DISCUSSION	Skills	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	VIDEO: link link	GROUP ASSESSMENT. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
				<div><div>L</div><div>S</div><div>R</div><div>W</div></div>			

				<p>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC;</p> <p>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</p>			
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NAMING
POLYNOMIALS

WHAT DEGREE MEANS AND
IT IS THE TIME TO NAME
POLYNOMIALS ACCORDING
TO THEIR DEGREE AND
NUMBER OF TERMS.

Skills

L	S	R	W
---	---	---	---

Key vocabulary
ARIABLE; SYMBOL;
EXPRESSION;
CONSTANT; FIXED
VALUE; ADDITION;
SUBTRACTION;
PRODUCT; DIVISION;
EXPONENT; TERM; LIKE
TERM; UNLIKE TERM;
COEFFICIENT; POWER;
MONOMIAL; DEGREE;
SHAPES; TRIANGLES;
CIRCLES; PLUS; MINUS;
TIMES; MATH
OPERATIONS;
MULTIPLICATION;
POWER; POLYNOMIAL;
ABSOLUTE VALUE SIGN;
DENOMINATOR;
RADICAL SIGN;
BINOMIAL; TRINOMIAL;
LINEAR; QUARTIC;
QUINTIC; CUBIC;
QUADRATIC

- ☐ Whole class
- ☐ Group work
- ☒ Pair work
- ☐ Individual work

WORKSHEET
P.2.2 ([link](#))

OF THE PAIRS
TO THE
EXERCISES OF
THE WORK
SHEETS. THE
QUALITY OF
THE
INTERACTIONS.
SEE
OBSERVATION
AND
ASSESSMENT
GRIDS.

				Communicative structures			
3	10	CONSOLIDATING NAMING POLYNOMIALS	THE TEACHER GIVES SOME POLYNOMIALS AND STUDENTS HAVE TO WRITE OUT THE DEGREE AND THE NUMBER OF TERMS AND THEN THEY HAVE TO WRITE THE NAME OF THE POLYNOMIAL.	<p>WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK AT THIS... THIS IS.... CAN YOU TELL ME....</p> <p>YOU KNOW...?</p> <p>Key vocabulary</p> <p>ARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC;</p>	<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>• P.2.3.pdf</p> <p>WORKSHEET P.2.3 (link)</p>	THE ANSWERS OF THE PAIRS TO THE EXERCISES ON THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.

				Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?							
4	25	PROMOTING PROBLEM SOLVING AND CRITICAL THINKING, THROUGH GIVEN PROCEDURES AND MATERIALS	THIS PUZZLE ACTIVITY GETS THE STUDENTS MOVING AND WORKING TOGETHER AND IT INVOLVES THE NAMES OF DIFFERENT POLYNOMIALS AND MANY DIFFERENT TERMS WHICH MUST BE ARRANGED TO FORM THESE POLYNOMIALS.	Skills <table><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 <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none">• P.2.4.pdf CARDS P.2.4 (link)	THE WORKS OF THE GROUPS AND THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND
L	S	R	W								

			<div><div><div>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC;</div></div><div><div>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS.... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</div></div></div>		ASSESSMENT GRIDS.
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	PARTS OF POLYNOMIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment			
1	35	HOW TO IDENTIFY THE DIFFERENT PARTS OF A POLYNOMIAL. REMEMBER THAT TERMS HAVE THE SIGN IN FRONT OF THEM AND FIND THE INVISIBLE NUMBERS (COEFFICIENTS AND EXPONENTS)	AT THE BEGINNING THE TEACHER SHOWS TWO OR THREE EXAMPLES AND THEN THE STUDENTS DO OTHER EXAMPLES ON THEIR OWN. STUDENTS HAVE TO UNDERLINE THE TERM, HIGHLIGHT THE COEFFICIENTS, CIRCLE THE CONSTANT AND REWRITE THE LEADING TERM AND THE LEADING COEFFICIENT AND AT THE END FIND THE DEGREE OF THE POLYNOMIAL.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• P.3.1.pdf WORKSHEET P.3.1 (link)	TEACHER ASKS QUESTIONS FOR DEPTH OF UNDERSTANDING AND THEY GIVE THE STUDENTS GENUINE FEEDBACK ON THEIR WORK. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.			
				L				S	R	W

Key vocabulary

VARIABLE; SYMBOL;
EXPRESSION;
CONSTANT; FIXED
VALUE; ADDITION;
SUBTRACTION;
PRODUCT; DIVISION;
EXPONENT; TERM; LIKE
TERM; UNLIKE TERM;
COEFFICIENT; POWER;
MONOMIAL; DEGREE;
SHAPES; TRIANGLES;
CIRCLES; PLUS; MINUS;
TIMES; MATH
OPERATIONS;
MULTIPLICATION;
POWER; POLYNOMIAL;
ABSOLUTE VALUE SIGN;
DENOMINATOR;
RADICAL SIGN;
BINOMIAL; TRINOMIAL;
LINEAR; QUARTIC;
QUINTIC; CUBIC;
QUADRATIC; LEADING;
LABEL

**Communicative
structures**

WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS... THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?

2	20	<p>CONSOLIDATING THE DEGREE CONCEPT AND ARRANGE THE TERMS IN ORDER</p>	<p>THE TEACHER WRITES SOME POLYNOMIALS AND THE STUDENTS HAVE TO ARRANGE THE TERMS OF THEM FOLLOWING SOME SIMPLE INSTRUCTIONS</p>	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <p>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; LEADING; LABEL</p>	<div> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<p>• P.3.2.pdf</p> <p>WORKSHEET P.3.2 (link)</p>	<p>THE ANSWERS OF THE PAIRS TO THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.</p>
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				Communicative structures			
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WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS... THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	INTRODUCTION TO ADDING AND SUBTRACTING POLYNOMIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20	INTRODUCING HOW TO ADD AND SUBTRACT POLYNOMIALS	STUDENTS WATCH TWO SHORT VIDEOS TWICE.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	VIDEO link link	CLASS ASSESSMENT. DIRECT QUESTIONS, SUMMARY PROVIDED BY THE TEACHER THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	

Key vocabulary

VARIABLE; SYMBOL;
EXPRESSION;
CONSTANT; FIXED
VALUE; ADDITION;
SUBTRACTION;
PRODUCT; DIVISION;
EXPONENT; TERM; LIKE
TERM; UNLIKE TERM;
COEFFICIENT; POWER;
MONOMIAL; DEGREE;
SHAPES; TRIANGLES;
CIRCLES; PLUS; MINUS;
TIMES; MATH
OPERATIONS;
MULTIPLICATION;
POWER; POLYNOMIAL;
ABSOLUTE VALUE SIGN;
DENOMINATOR;
RADICAL SIGN;
BINOMIAL; TRINOMIAL;
LINEAR; QUARTIC;
QUINTIC; CUBIC;
QUADRATIC; LEADING;
LABEL; PARENTHESES

**Communicative
structures**

WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS... THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?

2	15	CHECKING ABILITY TO ADD AND SUBTRACT POLYNOMIALS	PUZZLE ACTIVITY ON ADDING AND SUBTRACTING POLYNOMIALS. EACH GROUP HAS TWO SEPARATE PUZZLE SHEETS EACH PAGE HAS 8 QUESTIONS FOR STUDENTS TO SOLVE.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; LEADING; LABEL </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• P.4.2.pdf WORKSHEET P.4.2	COMPARE AND CONTRAST BETWEEN THE PAIRS. THE ANSWERS OF THE PAIRS AND THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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				Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?			
3	20	CONSOLIDATING ABILITY TO ADD AND SUBTRACT POLYNOMIAL	EACH GROUP HAS A COIN AND TWO DICE THAT HAVE ON EACH OF THEIR FACES A DIFFERENT POLYNOMIAL. THE STUDENTS ROLL DICE AND FLIP COIN. STUDENTS FLIP THE COIN TO DETERMINE IF THEY WERE FINDING THE SUM OR THE DIFFERENCE OF THE TWO POLYNOMIALS. HEADS MEANS SUM; TAILS MEANS DIFFERENCE.	Skills <div><div>L</div><div>S</div><div>R</div><div>W</div></div>	<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">• P.4.3.pdf WORKSHEET P.4.3	THE ANSWERS OF THE GROUPS TO THE EXERCISES ON THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.

				<div><div><div>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; LEADING; LABEL</div></div><div><div>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</div></div></div>		
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CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	ADDING AND SUBTRACTING POLYNOMIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20	CONSOLIDATING ADDING AND SUBTRACTING POLYNOMIALS	STUDENTS HAVE TO COMPLETE THE WORKSHEET FINDING THE SUM AND THE DIFFERENCE OF POLYNOMIALS	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• P.5.1.pdf WORKSHEET P.5.1	THE ANSWERS OF THE STUDENTS TO THE EXERCISES ON THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			

Key vocabulary

VARIABLE; SYMBOL;
EXPRESSION;
CONSTANT; FIXED
VALUE; ADDITION;
SUBTRACTION;
PRODUCT; DIVISION;
EXPONENT; TERM; LIKE
TERM; UNLIKE TERM;
COEFFICIENT; POWER;
MONOMIAL; DEGREE;
SHAPES; TRIANGLES;
CIRCLES; PLUS; MINUS;
TIMES; MATH
OPERATIONS;
MULTIPLICATION;
POWER; POLYNOMIAL;
ABSOLUTE VALUE SIGN;
DENOMINATOR;
RADICAL SIGN;
BINOMIAL; TRINOMIAL;
LINEAR; QUARTIC;
QUINTIC; CUBIC;
QUADRATIC; LEADING;
LABEL

**Communicative
structures**

WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS... THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?

2	35	<p>BEING ABLE TO DO THE SUM AND DIFFERENCE WITH POLYNOMIALS</p>	<p>TEACHER WRITES ON THE BOARD 4 POLYNOMIALS. EACH GROUP HAS 20 CARDS: 10 HAVE POLYNOMIALS AND 10 HAVE AN OPERATION (SUM OR DIFFERENCE) BETWEEN THE POLYNOMIAL WRITTEN ON THE WHITEBOARD. THE GOAL IS TO PUT TOGETHER THE CARD OF THE OPERATION WITH THE CARD WITH ITS RESULT.</p>	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <p>Key vocabulary</p> <p>VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; LEADING; LABEL</p> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • P.5.2.1.pdf • P.5.2.2.pdf <p>CARDS P.5.2.1 P.5.2.2</p> </div>	<p>THE ANSWERS OF THE GROUPS TO THE WRITING AND MATCHING EXERCISES ON THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.</p>
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				Communicative structures			
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WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?

CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	MULTIPLYING POLYNOMIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	25	MULTIPLYING POLYNOMIALS WITH BOX METHOD	TEACHER EXPLAIN WHAT MULTIPLY POLYNOMIALS MEANS. STUDENTS HAVE A SHEET WITH RULES TO MULTIPLY POLYNOMIALS WITH THE BOX METHOD AND TRY TO DO SOME EXERCISES.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• P.6.1.pdf WORKSHEET P.6.1 (link)	THE ANSWERS OF THE STUDENTS TO THE EXERCISE ON THE WORK SHEETS. SEE OBSERVATION AND ASSESSMENT GRIDS.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			

Key vocabulary

VARIABLE; SYMBOL;
EXPRESSION;
CONSTANT; FIXED
VALUE; ADDITION;
SUBTRACTION;
PRODUCT; DIVISION;
EXPONENT; TERM; LIKE
TERM; UNLIKE TERM;
COEFFICIENT; POWER;
MONOMIAL; DEGREE;
SHAPES; TRIANGLES;
CIRCLES; PLUS; MINUS;
TIMES; MATH
OPERATIONS;
MULTIPLICATION;
POWER; POLYNOMIAL;
ABSOLUTE VALUE SIGN;
DENOMINATOR;
RADICAL SIGN;
BINOMIAL; TRINOMIAL;
LINEAR; QUARTIC;
QUINTIC; CUBIC;
QUADRATIC; LEADING;
LABEL

**Communicative
structures**

WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS... THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?

2	35	CONSOLIDATING AND REVISING ABILITY TO MULIPLY POLYNOMIALS	STUDENTS WILL START THE ACTIVITY AT THE "START" ARROW AND CONTINUE THROUGH THE MAZE UNTIL THEY REACH THE "END" SPACE MULTIPLYING POLYNOMIALS THE ENTIRE WAY	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div></div><div><div><div>Key vocabulary</div><div>VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; LEADING; LABEL</div></div></div></div>	<div><div><div><input type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input checked="" type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div></div>	<div><div><div>• P.6.2.pdf</div><div>WORKSHEET P.6.2</div></div></div>	THE ANSWERS OF THE PAIRS TO THE EXERCISES ON THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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				Communicative structures			
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WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS... THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?

CLIL Lesson Plan

Unit number	2	Lesson number	7	Title	SPECIAL BINOMIAL PRODUCTS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	35	KNOW THE TWO MAIN SPECIAL BINOMIAL PRODUCTS	THE STUDENTS READ AND LEARN BY THEMSELVES, WHAT THE SPECIAL PRODUCTS ARE AND HOW THEY CAN CALCULATE THEM. LATER THE STUDENTS DO A QUIZ ONLINE. THE QUIZ IS NOT A TEST: NO ONE IS JUDGING THE STUDENT AND IT IS NOT TIMED.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	link	QUIZ RESULT. SEE OBSERVATION AND ASSESSMENT GRIDS.
				L S R W			

				<div><div><div>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; LEADING; LABEL;</div></div><div><div>Communicative structures WHAT HAPPENS WHEN....? THE RESULT IS.... IT IS CALLED THIS ILLUSTRATION SHOWS... WE CAN USE THE ANSWER IS THAT....</div></div></div>		
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2	20	CONSOLIDATING, REVISING AND CHECKING ABILITY TO SOLVE SPECIAL BINOMIAL PRODUCTS	COMPLETE A WORKSHEET	<div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; LEADING; LABEL</div></div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div>• P.7.2.pdf</div> <div>WORKSHEET P.7.2</div>	THE ANSWERS OF THE STUDENTS TO THE EXERCISES ON THE WORK SHEETS. SEE OBSERVATION AND ASSESSMENT GRIDS.
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				Communicative structures			
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WHAT DOES
REPRESENT? WHICH OF
....IS...?

CLIL Lesson Plan

Unit number	2	Lesson number	8	Title	CONSOLIDATING POLYNOMIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	55	BEING ABLE TO DO THE OPERATIONS WITH POLYNOMIALS AND REVISING TERMINOLOGY	COMPLETE DIFFERENT TYPES OF EXERCISE	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• P.8.1.pdf WORKSHEET P.8.1	THE ANSWERS OF THE STUDENTS TO THE EXERCISES ON THE WORK SHEETS. SEE OBSERVATION AND ASSESSMENT GRIDS.
				L S R W			

Key vocabulary

VARIABLE; SYMBOL;
EXPRESSION;
CONSTANT; FIXED
VALUE; ADDITION;
SUBTRACTION;
PRODUCT; DIVISION;
EXPONENT; TERM; LIKE
TERM; UNLIKE TERM;
COEFFICIENT; POWER;
MONOMIAL; DEGREE;
SHAPES; TRIANGLES;
CIRCLES; PLUS; MINUS;
TIMES; MATH
OPERATIONS;
MULTIPLICATION;
POWER; POLYNOMIAL;
ABSOLUTE VALUE SIGN;
DENOMINATOR;
RADICAL SIGN;
BINOMIAL; TRINOMIAL;
LINEAR; QUARTIC;
QUINTIC; CUBIC;
QUADRATIC; LEADING;
LABEL

**Communicative
structures**

WHAT IS...? LOOK
THIS... THIS IS.... DO
YOU KNOW...?

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	WHAT ARE EQUATIONS?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20	GLOBAL UNDERSTANDING FIND EXAMPLES AND NON-EXAMPLES	WATCH A SHORT VIDEO ABOUT THE CHARACTERISTICS OF EQUATIONS	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	VIDEO link	GROUP/CLASS ASSESSMENT. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			

				<p>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; EQUATION</p> <p>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</p>		
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	<p>VOCABULARY AND TERMINOLOGY IDENTIFY A POLYNOMIAL AND ITS CHARACTERISTICS</p>	<p>THE DEFINITION OF EQUATION, ITS CHARACTERISTICS AND SOME EXAMPLES AND NON-EXAMPLES. STUDENTS WITH THE TEACHER DECIDE WHAT TO WRITE IN THE "DEFINITION" BOX AND THE "CHARACTERISTICS" BOX. STUDENTS WRITE THEIR OWN EXAMPLE AND NON-EXAMPLE ON THEIR MAP.</p>	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div></div><div><p>Key vocabulary</p><p>VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; EQUATION</p></div></div>	<div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div>	<p>WORKSHEET E.1.2</p>	<p>OF THE GROUPS TO THE EXERCISES ON THE WORK SHEETS. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.</p>
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					Communicative structures		
3	15	CONSOLIDATING AND REVISING VOCABULARY AND TERMINOLOGY	MAKE A POSTER	Skills WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, THAT'S NOT RIGHT! I S R W THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...? Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; EQUATION	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• E.1.3.pdf POSTER E.1.3	THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.

				<p>Communicative structures</p>			
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WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS... THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	INVERSE OPERATIONS AND BALANCED SCALE PROBLEMS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15	INVERSE OPERATIONS	STUDENTS HAVE TO FIND INVERSE OPERATION	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• E.2.1.pdf WORKSHEET E.2.1	THE ANSWERS OF THE STUDENTS TO THE EXERCISES OF THE WORK SHEETS. SEE OBSERVATION AND ASSESSMENT GRIDS.
				L S R W			

				<div><div>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; EQUATION</div><div>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</div></div>			
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ABILITY TO
BALANCE
WITH
NUMBER.

WORKSHEET AND REMINDS THE STUDENTS THAT THE SCALES ARE ALL BALANCED. THE STUDENTS MUST CHOOSE A NUMBER TO FILL IN THE BOXES IN EACH PROBLEM THAT WILL KEEP THEM BALANCED. WHICHEVER NUMBER THE STUDENT CHOOSES FOR A PROBLEM, THEY MAY ONLY USE THAT NUMBER.

Skills

L	S	R	W
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Key vocabulary
VARIABLE; SYMBOL;
EXPRESSION;
CONSTANT; FIXED
VALUE; ADDITION;
SUBTRACTION;
PRODUCT; DIVISION;
EXPONENT; TERM; LIKE
TERM; UNLIKE TERM;
COEFFICIENT; POWER;
MONOMIAL; DEGREE;
SHAPES; TRIANGLES;
CIRCLES; PLUS; MINUS;
TIMES; MATH
OPERATIONS;
MULTIPLICATION;
POWER; POLYNOMIAL;
ABSOLUTE VALUE SIGN;
DENOMINATOR;
RADICAL SIGN;
BINOMIAL; TRINOMIAL;
LINEAR; QUARTIC;
QUINTIC; CUBIC;
QUADRATIC; EQUATION

- ☐ Whole class
- ☐ Group work
- ☐ Pair work
- ☒ Individual work

WORKSHEET
E.2.2 ([link](#))

ANSWERS OF
THE
STUDENTS TO
THE
EXERCISES
ON THE
WORK
SHEETS. SEE
OBSERVATION
AND
ASSESSMENT
GRIDS.

				Communicative structures			
3	25	CHECKING ABILITY TO SOLVING BALANCED SCALE EQUATIONS	TEACHER GIVES SOME EQUATIONS TO SOLVE AND THE STUDENTS MUST SOLVE THEM WITH A BALANCED SCALE.	<p>WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK AT THIS... THIS IS... CAN YOU TELL ME... DO YOU KNOW...?</p> <p>Skills</p> <p>Key vocabulary</p> <p>VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; EQUATION</p>	<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>• E.2.3.pdf</p> <p>WORKSHEET E.2.3 (link)</p>	THE ANSWERS OF THE STUDENTS TO THE EXERCISES ON THE WORK SHEETS. SEE OBSERVATION AND ASSESSMENT GRIDS.

				<p>Communicative structures</p> <p>WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</p>			
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CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	SOLVING EQUATIONS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20	SOLVING EQUATIONS	TEACHER GIVES A LINK. THE STUDENTS READ AND DO EXERCISES THAT THEY FIND ON THE WEBPAGE.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	link	THE ANSWERS OF THE STUDENTS TO THE MULTIPLE CHOICE EXERCISES AND WRITING EXERCISES. SEE OBSERVATION AND ASSESSMENT GRIDS.
				L S R W			

				<p>Key vocabulary VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; EQUATION</p> <p>Communicative structures WHAT IS...? ARE YOU SURE? YES, IT'S RIGHT! NO, TRY AGAIN! LOOK THIS... THIS IS.... CAN YOU TELL ME.... DO YOU KNOW...?</p>			
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ABILITY TO SOLVE EQUATIONS

EQUATIONS TO SOLVE ON THE WHITEBOARD AND GIVES TO STUDENTS A FLOW CHART TO HELP THEM WITH THEIR WORK. THE SOLVING EQUATIONS FOLDABLE ASKS STUDENTS ABOUT THEIR EQUATION STEP BY STEP.

Skills

L	S	R	W
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Key vocabulary
VARIABLE; SYMBOL; EXPRESSION; CONSTANT; FIXED VALUE; ADDITION; SUBTRACTION; PRODUCT; DIVISION; EXPONENT; TERM; LIKE TERM; UNLIKE TERM; COEFFICIENT; POWER; MONOMIAL; DEGREE; SHAPES; TRIANGLES; CIRCLES; PLUS; MINUS; TIMES; MATH OPERATIONS; MULTIPLICATION; POWER; POLYNOMIAL; ABSOLUTE VALUE SIGN; DENOMINATOR; RADICAL SIGN; BINOMIAL; TRINOMIAL; LINEAR; QUARTIC; QUINTIC; CUBIC; QUADRATIC; EQUATION

- ☐ Whole class
- ☐ Group work
- ☒ Pair work
- ☐ Individual work

WORKSHEET E.3.2 ([link](#))

CONTRAST BETWEEN THE PAIRS. THE ANSWERS OF THE PAIRS TO THE EXERCISES ON THE WORK SHEET. THE QUALITY OF THE INTERACTIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.

				Communicative structures			
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WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS... THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	CONSOLIDATING EQUATIONS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment			
1	55	BEING ABLE TO SOLVE EQUATIONS	STUDENTS SOLVE ONE STEP EQUATIONS WHILE PLAYING BINGO. THEY HAVE 25 ONE STEP EQUATION PROBLEMS (INCLUDES FRACTIONS, NEGATIVE, ...), AN ANSWER KEY, AND 30 DIFFERENT CARDS. STUDENTS MUST COVER THE SPACES.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none">E.4.1.pdf E.4.1	THE ANSWERS OF THE STUDENTS TO THE EQUATIONS. SEE OBSERVATION AND ASSESSMENT GRIDS.			
				L				S	R	W

Key vocabulary

VARIABLE; SYMBOL;
EXPRESSION;
CONSTANT; FIXED
VALUE; ADDITION;
SUBTRACTION;
PRODUCT; DIVISION;
EXPONENT; TERM; LIKE
TERM; UNLIKE TERM;
COEFFICIENT; POWER;
MONOMIAL; DEGREE;
SHAPES; TRIANGLES;
CIRCLES; PLUS; MINUS;
TIMES; MATH
OPERATIONS;
MULTIPLICATION;
POWER; POLYNOMIAL;
ABSOLUTE VALUE SIGN;
DENOMINATOR;
RADICAL SIGN;
BINOMIAL; TRINOMIAL;
LINEAR; QUARTIC;
QUINTIC; CUBIC;
QUADRATIC; EQUATION

**Communicative
structures**

WHAT IS...? ARE YOU
SURE? YES, IT'S RIGHT!
NO, TRY AGAIN! LOOK
THIS... THIS IS.... CAN
YOU TELL ME.... DO
YOU KNOW...?