

CLIL Module Plan

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School	I.C. Cavalese				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Altro - Tecnologia, Scienze		Topic	Content of the e-book "Dolomites"	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Teacher's profile: English teacher/ Technology teacher/ Science Teacher</p> <p>Students' group profile: The class is made up of 26 students. In the group there is a girl with migrant background, coming from Pakistan but speaking Italian quite well, and a boy with special educational needs (dyslexia disease). Experience of CLIL: The class has got one year of experience in CLIL. During the previous year the students had 3 lessons per week in Technology Studies, Science and Geography, one per each subject. The students are motivated and the most of them work very well and like group activities. The average level of language competences of the class is CEFR A1/A2</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Students know what a legend is; they know the main characters and their roles in the story – protagonist, antagonist, etc..; they are aware of what a sequence is; they are able to reorder sequences; they know some of the most popular legends from the area where they live. They are familiar with comprehension exercises and activities. recognize the components of a computer network and their functions. Work with ICT in different format to obtain and report data.	Students are able to narrate events using the past tense and time connectives; they can express events in sequences. They are able to use a dictionary. Use specific computer science vocabulary.

Timetable fit	© Module	Length 32
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Description of teaching and learning strategies	The lessons are Task-Based learning. They are focused on activating prior knowledge and on guiding understanding; classroom activities are as communicative as possible and the environment involves students in a cooperative and in a task-based learning; lessons are a mix of frontal learning and “student-centered” learning, They are aimed to develop students’ autonomy and to emphasize students’ critical role in constructing meaning from prior experience and new information; the teacher mostly acts as a facilitator and a guide; teacher’s different roles are functional to the phases of the lessons. The methodological approaches consist of individual work, cooperative learning, pair work, peer correction. Strategies are aimed to promote interaction and communication, while continuous assessment provides motivation, language use and accuracy. Social Competences are developed through working in group, accepting different point of view, interacting with others, showing respect.
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Overall Module Plan

Unit: 1 1 Unit length: 12	Lesson 1 Focus on the project
	Lesson 2 Roles
	Lesson 3 Planning
	Lesson 4 Production
	Lesson 5 Going on with production
	Lesson 6 Keep on creating
	Lesson 7 Production-last lesson
	Lesson 8 Organizing presentations.
	Lesson 9 Acting out "The Fearless Knight"
	Lesson 10 Acting out "Misurina Mirror"
	Lesson 11 Acting out "Woman of the forest"
	Lesson 12 Acting out "The Cross of the Devil"

<p>Unit: 2</p> <p>Tools open source</p> <p>Unit length: 12</p>	<p>Lesson 1</p> <p>Basic elements</p>
	<p>Lesson 2</p> <p>google drive free suites</p>
	<p>Lesson 3</p> <p>e-book blog</p>
	<p>Lesson 4</p> <p>represent information</p>
	<p>Lesson 5</p> <p>problem solving for ebook project</p>
	<p>Lesson 6</p> <p>application and evaluation</p>

<p>Unit: 3</p> <p>Rocks and minerals</p> <p>Unit length: 8</p>	<p>Lesson 1</p> <p>Introduction to Trentino</p>
	<p>Lesson 2</p> <p>Rocks and Minerals</p>
	<p>Lesson 3</p> <p>What should we present?</p>
	<p>Lesson 4</p> <p>Creating presentations</p>
	<p>Lesson 5</p> <p>Presenting</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Focus on the project
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	5'	Make the students aware of the aims of the activity proposed.	T. introduces the unit and explains the students they are going to produce the part of the e-book, linked to cultural aspects of the area where they live. T. explain the activities they will do. Ss. listen to the teacher	<p>Skills</p> <table border="1" data-bbox="1077 165 1420 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words related to the phases of the production of e-book; Words related to fairy tales and legends; vocabulary necessary to talk about school activities.</p> <p>Communicative structures Communicative structures necessities to explain plans and procedures. The aim of the project is... We will focus our attention on... You will do/ prepare/ work.. You will be able....</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		
L	S	R	W								

2	5'	Activating prior knowledge.	Brainstorming. T. invites students to tell examples of different kinds of comprehension exercises and writes on the blackboard the suggestion given. Ss. give examples of different kinds of comprehension exercises.	<p>Skills</p> <table border="1" data-bbox="1077 204 1420 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Names related to comprehension exercises and games used for didactic aims such as quiz, jigsaw puzzles, crosswords, etc...</p> <p>Communicative structures Basic communication necessary to interact about function of exercises. Could you tell ...? What do you think about...? In my opinion... Do you know...? Why don't we...?</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		//
L	S	R	W								

3	20'	Getting the students familiar with a larger number of comprehension activities and exercises that are useful for the project.	T. presents on the W.I.B. the exercises of the book "Legends from the British Isles" by Petrini Editore which contains legends and presents a set of interactive exercises and activities. The exercises are used as real examples of activities suitable to improve reading comprehension in learners. Ss. follow the presentation and take notes on their worksheets.	<p>Skills</p> <table border="1" data-bbox="1077 164 1420 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Names and verbs related to comprehension exercises and their function</p> <p>Communicative structures Showing. Giving information. Expressing purposes and aims.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • WORKSHEET N 1.docx <p>W.I.B; CD room of the book Legends from the British Isles by Petrini Editore, which contains legends and presents a set of interactive exercises and activities; Student's Worksheet n.1 with a match exercise; pens and notebooks.</p>	
L	S	R	W								

4	15'	<p>Social Competence: working in pair; accepting different point of view; interacting with others and showing respect.</p>	<p>T. asks the students to work in pair and realize an example of one of the types of exercises presented in the previous phase of the lesson. Ss. work following teacher's instructions.</p>	<p>Skills</p> <table border="1" data-bbox="1077 164 1420 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Names related to comprehension exercises and games used for didactic aims such as quizzes, match exercises, fill in the space exercises, jigsaw puzzles, crosswords, etc...</p> <p>Communicative structures Expressing opinions; Giving instructions. In my opinion... I suppose... Do you know...? Let's have/ make/ do Why don't we...? I agree because...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• WORKSHEET N 1.docx</p> <p>pens and notebooks</p>	<p>Formative assessment</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Roles
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	7	Activating prior knowledge; remembering.	T. asks questions about the topic of the previous lesson and writes on the blackboard key words. Ss. give clues.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Names and verbs related to comprehension exercises and their functions.</p> <p>Communicative structures Wh questions; expressing opinions.</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	Blackboard.	
L	S	R	W								

2	8'	Understanding and gaining information by listening; readiness to act.	T. divides the class in 4 groups, of mixed abilities, gives instructions and then hands out Students' Worksheets n.2 to the students. Ss. join their group. They sit around an area of work and follow the guide lines given in the worksheet n.2 .	<p>Skills</p> <table border="1" data-bbox="1077 165 1420 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary referred to giving instructions.</p> <p>Communicative structures Communicative structures necessary to give and follow instructions, to describe, to discuss in a group.</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	<ul style="list-style-type: none"> • WORKSHEET N.2.docx 	Formative assessment.
L	S	R	W								

3	15'	<p>Social Competence: working in a group; accepting different point of view; interacting with others showing respect; undertaking responsibility.</p>	<p>T. circulates among the areas of work , listens, encourages. Ss. discuss and decide the roles they will undertake.</p>	<p>Skills</p> <table border="1" data-bbox="1077 165 1420 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words referred to roles undertaken in the group work.</p> <p>Communicative structures Communicative structures necessary to describe, to discuss in a group, to express opinions, to make suggestions, to make decisions.</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>• WORKSHEET N.2.docx</p>	<p>Formative assessment.</p>
L	S	R	W								

4	15'	<p>Social Competence: working in group; accepting different point of view; interacting with others and showing respect.</p>	<p>T. monitors. Ss. write on some posters the different roles chosen from Students' Worksheet n.2. At the end each group hang its own poster on the classroom walls.</p>	<p>Skills</p> <table border="1" data-bbox="1077 165 1420 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words referred to roles undertaken in the group work</p> <p>Communicative structures Express opinions Making suggestions Making decisions</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>Posters, felt pens.</p>	<p>//</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Planning
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Content: Activating prior knowledge; remembering.	T. asks questions about the topic of the previous lesson and writes on the blackboard a mind map. Ss. answer to teacher questions and help to write the mind map on the blackboard	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words referred to roles undertaken in the group work</p> <p>Communicative structures “Wh questions” Could you tell me? Do you remember..? What else?</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	Blackboard.	//
L	S	R	W								

2	15'	<p>Social Competence: work in group; accept different point of view; interact with others showing respect; analyzing options; making decision. Culture: getting elements of cultural interest referred to legends and fairy tales. Cognition: activating</p>	<p>T. hands out to the groups a number of books about legends and fairy tales on Dolomites; T. encourages Ss. to chose a legend or a fairy tale to be translated in English in order to be put in the e-book; T. supervises and moves between the areas of work. Ss. examine the legends included in the books. Each group discusses and picks up a story to put in the e-book.</p>	<p>Skills</p> <table border="1" data-bbox="1173 165 1514 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words referred to narration of fairy tales and legends.</p> <p>Communicative structures Talking about legends and fairy tales, expressing opinions; making suggestion, making decisions. What do you think about...? In my opinion... I agree... Let's</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>Books about legends and fairy tales on Dolomites.</p>	<p>Formative assessment made by using Teacher's Evaluation Grid1.</p>
L	S	R	W								

3	15'	<p>Social Competence: working in group; accepting different point of view; interacting with others showing respect; analysing; making decision; organizing. Cognition: activating reasoning skills -recognizing information convenient for the purpose of the project.</p>	<p>T. supervises and circulates between the areas of work. he/she encourages, gives help, observes. Ss. discuss in order to make their choice; they decide which exercises they are going to create and what kind of pictures should illustrate the paragraphs.</p>	<p>Skills</p> <table border="1" data-bbox="1173 165 1512 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary words about landscape and culture of the mountain areas; vocabulary related to comprehension exercises and their functions.</p> <p>Communicative structures Communicative structures necessary to talk about legends and fairy tales, to express personal opinion, to make suggestions, to make decisions. In my opinion... Do you know...? Why don't we...?</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>A set of books about legends and fairy tales on Dolomites; student's notes taken on the Students' Worksheet n.1; pens and notebook; Teacher's Evaluation Grid n.1</p>	<p>Formative assessment made by using Teacher's Evaluation Grid n.1.</p>
L	S	R	W								

4	10'	<p>Social Competence: working in group; accepting different point of view; interacting with others showing respect; analysing; making decision; organizing.</p>	<p>T.gives instruction to put in diagrammes ideas collected during the previous phase. Ss. put together pieces of information and ideas collected during the previous phase of the work. At the end they write a self reminder diagramme on yellow stickies and they stick them on the posters on the classroom walls</p>	<p>Skills</p> <table border="1" data-bbox="1173 164 1514 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Key vocabulary words about landscape and culture of the mountain areas; vocabulary related to comprehension exercises and their function</p> <p>Communicative structures Talking about legends and fairy tales. Expressing opinions. Making suggestions. Making decisions. I think... I agree... I prefer... Write../copy/ stick....! Let's ... Shall we...</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>	Yellow stickies.	Ongoing assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Production
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Content: recalling relevant information from activating long-term memory; remembering data; getting new information..	T. asks the students few open questions about the activity done during the previous lesson and focuses their attention on the work ahead. Ss. participate and answer.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Verbs referred to activity student's can do in the classroom. Listen, remember, tell...</p> <p>Communicative structures Could you tell me? Can you remember..? Today we will....</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		Informal feedback.
L	S	R	W								

2	40'	<p>Cognition: Activating reasoning skills; recognizing elements necessary to carry out an e-book project; connecting information, analysing relevant information necessary to describe the story, making deductions, analysing relationships; representing information, applying imagination in creating exercises and drawings, predicting; applying evaluation criteria; discriminating the most relevant elements necessary for the project.</p> <p>Communication: using specific vocabulary during the activity; composing and manipulating different kinds of texts with creative purposes</p>	<p>T. supervises and circulates among the areas of work, gives feedback, guides and helps students to activate thinking skills in order to check their mistakes. Ss. work in organized sections; each member of the group does a specific activity according to the role undertaken in the previous lesson: some students translate the selected legend from Italian to English, some prepare the exercises and other ones do the drawings or search for pictures on the web site.</p>	<p>Skills</p> <table border="1" data-bbox="1173 165 1514 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary referred to mountain culture and landscape. Eg. : mountain, lake, meadow, river, wood, village, cottage, church, castle, knight, queen, king, , fairy, horse...</p> <p>Communicative structures Making suggestions; Communicative structures necessary to give commands, requests, advices. Connective of time. Use of simple past tense necessary for written narration.</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>Computers; dictionaries and/or on line dictionary ; drawing tools; Teacher's Evaluation Grid n.2</p>	<p>Ongoing assessment done by using Teacher's Evaluation Grid n.2</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Going on with production
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Content: recalling relevant information from activating long-term memory; remembering data; getting new information.	T. asks the students few open questions about the activity done during the previous lesson and focuses their attention on the work ahead. Ss. participate and answer.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Verbs referred to activity in the classroom</p> <p>Communicative structures Talking about past events; talking about plans.</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		Informal feedback.
L	S	R	W								

2	40'	<p>Cognition: Activating reasoning skills; recognizing elements necessary to carry out an e-book project; connecting information, analysing relevant information necessary to describe the story, making deductions, analysing relationships; representing information, applying imagination in creating exercises and drawings, predicting; applying evaluation criteria; discriminating the most relevant elements necessary for the project.</p> <p>Communication: using specific vocabulary during the activity; composing and manipulating different kinds of texts with creative purposes.</p>	<p>T. supervises and circulates among the areas of work, gives feedback, guides and helps students to activate thinking skills in order to check their mistakes. Ss. work in organized sections; each member of the group does a specific activity according to the role undertaken in the previous lesson: some students translate the selected legend from Italian to English, some prepare the exercises and other ones do the drawings or search for pictures on the web site</p>	<p>Skills</p> <table border="1" data-bbox="1176 167 1516 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary referred to mountain culture and landscape. Eg. : mountain, lake, meadow, river, wood, village, cottage, church, castle, knight, queen, king, , fairy, horse...</p> <p>Communicative structures Making suggestions; Communicative structures necessary to give commands, requests, advices. Connective of time. Use of simple past tense necessary for written narration.</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>Computers; dictionaries and/or on line dictionary ; drawing tools; Teacher's Evaluation Grid n.2</p>	<p>Ongoing assessment done by teacher using Teacher's Evaluation Grid n.2</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Keep on creating
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Content: recalling relevant information from activating long-term memory; remembering data; getting new information.	T. asks the students few open questions about the activity done during the previous lesson and focuses their attention on the work ahead. Ss. participate and answer.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Verbs referred to activity in the classroom</p> <p>Communicative structures Talking about past events; talking about plans.</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	//	Informal feedback.
L	S	R	W								

2	40'	<p>Cognition: Activating reasoning skills; recognizing elements necessary to carry out an e-book project; connecting information, analysing relevant information necessary to describe the story, making deductions, analysing relationships; representing information, applying imagination in creating exercises and drawings, predicting; applying evaluation criteria; discriminating the most relevant elements necessary for the project.</p> <p>Communication: using specific vocabulary during the activity; composing and manipulating different kinds of texts with creative purposes.</p>	<p>T. supervises and circulates among the areas of work, gives feedback, guides and helps students to activate thinking skills in order to check their mistakes. Ss. work in organized sections; each member of the group does a specific activity according to the role undertaken in the previous lesson: some students translate the selected legend from Italian to English, some prepare the exercises and other ones do the drawings or search for pictures on the web site.</p>	<p>Skills</p> <table border="1" data-bbox="1173 169 1514 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary referred to mountain culture and landscape. Eg. : mountain, lake, meadow, river, wood, village, cottage, church, castle, knight, queen, king, , fairy, horse...</p> <p>Communicative structures Making suggestions; Communicative structures necessary to give commands, requests, advices. Connective of time. Use of simple past tense necessary for written narration</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>Computers; dictionaries and/or on line dictionary ; drawing tools; Teacher's Evaluation Grid n.2</p>	<p>Ongoing assessment done using Teacher's Evaluation Grid n.2</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	Production-last lesson
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Content: recalling relevant information from activating long-term memory; remembering data; getting new information.	T. asks the students few open questions about the activity done during the previous lesson and focuses their attention on the work ahead. Ss. participate and answer	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Verbs referred to activity in the classroom.</p> <p>Communicative structures Talking about past events; talking about plans.</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	//	Informal feedback.
L	S	R	W								

2	40'	<p>Cognition: Activating reasoning skills; recognizing elements necessary to carry out an e-book project; connecting information, analysing relevant information necessary to describe the story, making deductions, analysing relationships; representing information, applying imagination in creating exercises and drawings, predicting; applying evaluation criteria; discriminating the most relevant elements necessary for the project.</p> <p>Communication: using specific vocabulary during the activity; composing and manipulating different kinds of texts with creative purposes.</p>	<p>T. supervises and circulates among the areas of work, gives feedback, guides and helps students to activate thinking skills in order to check their mistakes. Ss. work in organized sections; each member of the group does a specific activity according to the role undertaken in the previous lesson: some students translate the selected legend from Italian to English, some prepare the exercises and other ones do the drawings or search for pictures on the web site.</p>	<p>Skills</p> <table border="1" data-bbox="1173 165 1514 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary referred to mountain culture and landscape. Eg. : mountain, lake, meadow, river, wood, village, cottage, church, castle, knight, queen, king, , fairy, horse...</p> <p>Communicative structures Making suggestions; Communicative structures necessary to give commands, requests, advices. Connective of time. Use of simple past tense necessary for written narration.</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>Computers; dictionaries and/or on line dictionary ; drawing tools; Teacher's Evaluation Grid n.2</p>	<p>Ongoing assessment done by teacher using Teacher's Evaluation Grid n.2.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	Organizing presentations.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Gaining information by listening.	T. invites the 4 groups to get ready for a presentation of the work they have produced in front of the class; they will act out a role play simulation which will have 2 purposes at the same time: testing the work and get the students ready for the big presentation they will have in Prague in front of their pen-pals of the partner school. Ss. follow teacher's instructions.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Vocabulary for language communication.	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	//	//
L	S	R	W								

Communicative structures

Giving instructions. Communicative structures for describing, defining. To get ready for your performance you should..... It's a roleplay presentation... we can use the performance to test your work... some of you will act out while another group will evaluate the work and the quality of the performance... You will use evaluation grids...

2	10'	Developping learners indipendence.	T. observes. Ss. join in their usual working group and fill in a calendar the date of their performances.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Day and months of the year.</p> <p>Communicative structures Language used to make agreements, to get organised. We may act out on... Let's have our presentation on... What about..instead.</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Calendar and agendas.	//
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3	15'	Developing critical thinking.	T. hands out to the students some copies of guidance observation sheet n.1 and n.2 and tell them to get familiar with the points they will be observed in order to have a proper performance. T. invites students to make agreements about their performance. Students get familiar with the grids , think about the points they should pay attention during their performance, and agree the procedure to follow with the other members of the group, then they make agreements about their performance.	<p>Skills</p> <table border="1" data-bbox="1055 164 1397 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Procedure vocabulary.</p> <p>Communicative structures Language for communication. Language for for procedure actions. Use of connectives of time.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • OBSERVATION GUIDANCE SHEET 1.docx • OBSERVATION GUIDANCE SHEET 2.docx <p>Copies of Guidance Observation sheet n.1 and Guidance Observation sheet n.2</p>	//
L	S	R	W								

4	15'	Developing organizing strategies.	T. invites the students to organize their performance, and then he/she monitors and observes how the students organize their presentation and he/she assesses learners' language skills. Students decide how to organize the procedure of their presentation. They make a note about it in notebooks.	<p>Skills</p> <table border="1" data-bbox="1055 995 1397 1040"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Procedure vocabulary.</p> <p>Communicative structures Language for communication and for procedure actions.</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	Notebooks	Formative assessment on students' language skills.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	9	Title	Acting out "The Fearless Knight"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Developping readiness to follow instructions	T. organizes the class in 3 groups: presenters, learners and observers. He/she hands out the Observation Guidance sheets n.1 to the "Learners" and the Observation Guidance sheet n.2 to the "Observers" The "Leading Group" is made up by students who are presenting the work they have created. They stand near the W.I.B., while one of the members of the team hands out the copy of the legend "The Fearless Knight" and the attached worksheet to the classmates who role-play the "learners".	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Verbs to give instructions.</p> <p>Communicative structures Giving instructions.</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	<ul style="list-style-type: none"> • KINIGHT.docx • OBSERVATION GUIDANCE SHEET 1.docx • OBSERVATION GUIDANCE SHEET 2.docx 	//
L	S	R	W								

2	35'	Taking risk, developing critical thinking predicting, applying evaluation criteria.	T. assesses students' presentation. Ss. act out or work according to their roleplay: 1) The " Leading Group" proposes the legend and the attached exercises published on Google Module Presentation and invites the "learners" who are working on the students' worksheets to do the activities proposed. 2) "Learners" do the activities proposed and then go to the WIB to check the exercises done under the supervision of the leaders. 3)The group who is role-playing the "Jury" observes the behaviour of the leaders and take notes on the Guidance Observation Sheet n.2	<p>Skills</p> <table border="1" data-bbox="1055 169 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary referred to culture of Dolomites, landscape of mountainous areas.</p> <p>Communicative structures Communicative structures necessary to give commands, requests, advices or making suggestions.</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	<ul style="list-style-type: none"> • KINIGHT.docx • OBSERVATION GUIDANCE SHEET 2.docx • OBSERVATION SHEET FOR TEACHER .docx <p>Observation Sheet for Teacher; Student's worksheets and a Google Modules Presentation referred to the work "The fearless Knight" created by the leading group; Observation Guidance Sheet n.2.</p>	Formative assessment done by the teacher using Observation Sheet for Teacher ; peer assessment done by students using Observation Guidance Sheet n.2.
L	S	R	W								

3	5'	Giving feedback. Accepting different point of view.	T. observes and monitors. The group who was role-playing the "Jury" give personal opinion about the quality of presentation according to the notes taken on the Guidance Observation Sheet n.2	<p>Skills</p> <table border="1" data-bbox="1055 167 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary necessary to evaluate the quality of the speeches and of the work analyzed.</p> <p>Communicative structures Giving opinions.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • OBSERVATION GUIDANCE SHEET 1.docx • OBSERVATION GUIDANCE SHEET 2.docx <p>Observation Guidance Sheet n.1; Observation Guidance Sheet n.2.</p>	Peer evaluation.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	10	Title	Acting out "Misurina Mirror"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Developing readiness to follow instructions.	T. organizes the class in 3 groups: presenters, learners and observers. He/she hands out the Observation Guidance sheets n.1 to the "Learners" and the Observation Guidance sheet n.2 to the "Observers" The "Leading Group" is made up by students who are presenting the work they have created. They stand near the W.I.B., while one of the members of the team hands out the copy of the legend "Misurina Mirror" and the attached worksheet to the classmates who role-play the "learners".	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Verbs to give instructions.</p> <p>Communicative structures Giving instructions.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • MISURINA.docx • OBSERVATION GUIDANCE SHEET 1.docx • OBSERVATION GUIDANCE SHEET 2.docx <p>Observation Guidance Sheet n.1; Observation Guidance Sheet n.2 Student's worksheets attached to the legend "Misurina Mirror" prepared by the leading group .</p>	//
L	S	R	W								

2	35'	Taking risk, developing critical thinking Predicting, applying evaluation criteria.	T. assesses students' presentation. Ss. act out or work according to their roleplay: 1) The " Leading Group" proposes the legend and the attached exercises published on Google Module Presentation and invites the "learners" who are working on the students' worksheets to do the activities proposed. 2) "Learners" do the activities proposed and then go to the WIB to check the exercises done under the supervision of the leaders. 3)The group who is role-playing the "Jury" observes the behaviour of the leaders and take notes on the Guidance Observation Sheet n.2	<p>Skills</p> <table border="1" data-bbox="1048 167 1384 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary referred to culture of Dolomites, landscape of mountainous areas.</p> <p>Communicative structures Communicative structures necessary to give commands, requests, advices or making suggestions.</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	<ul style="list-style-type: none"> • MISURINA.docx • OBSERVATION GUIDANCE SHEET 2.docx • OBSERVATION SHEET FOR TEACHER .docx <p>Observation Sheet for Teacher; Student's worksheets and a Google Modules Presentation referred to the work "Misurina Mirror" created by the leading group; Observation Guidance Sheet n.2.</p>	Formative assessment done by the teacher using Observation Sheet for Teacher ; peer assessment done by students using Observation Guidance Sheet n.2.
L	S	R	W								

3	5'	Giving feedback. Accepting different point of view.	T. observes and monitors. The group who was role-playing the "Jury" give personal opinion about the quality of presentation according to the notes taken on the Guidance Observation Sheet n.2	<p>Skills</p> <table border="1" data-bbox="1048 167 1384 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary necessary to evaluate the quality of the speeches and of the work analyzed.</p> <p>Communicative structures Giving opinions.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • OBSERVATION GUIDANCE SHEET 1.docx • OBSERVATION GUIDANCE SHEET 2.docx <p>Observation Guidance Sheet n.1; Observation Guidance Sheet n.2.</p>	Peer evaluation.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	11	Title	Acting out "Woman of the forest"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Developing readiness to follow instructions.	T. organizes the class in 3 groups: presenters, learners and observers. He/she hands out the Observation Guidance sheets n.1 to the "Learners" and the Observation Guidance sheet n.2 to the "Observers"	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Verbs to give instructions.</p> <p>Communicative structures Giving instructions.</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	<ul style="list-style-type: none"> • WOMAN.docx • OBSERVATION GUIDANCE SHEET 1.docx • OBSERVATION GUIDANCE SHEET 2.docx <p>Guidance Observation Sheet n.1; Guidance Observation Sheet n.2 Student's worksheets attached to the legend "Woman of the forest" prepared by the leading group.</p>	//
L	S	R	W								

2	35'	Taking risk, developing critical thinking Predicting, applying evaluation criteria.	T. assesses students' presentation. Ss. act out or work according to their roleplay: 1) The " Leading Group" proposes the legend and the attached exercises published on Google Module Presentation and invites the "learners" who are working on the students' worksheets to do the activities proposed. 2) "Learners" do the activities proposed and then go to the WIB to check the exercises done under the supervision of the leaders. 3)The group who is role-playing the "Jury" observes the behaviour of the leaders and take notes on the Guidance Observation Sheet n.2	<p>Skills</p> <table border="1" data-bbox="1055 169 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Key vocabulary Vocabulary referred to culture of Dolomites, landscape of mountainous areas.</p> <p>Communicative structures Communicative structures necessary to give commands, requests, advices or making suggestions.</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	<ul style="list-style-type: none"> • WOMAN.docx • OBSERVATION GUIDANCE SHEET 2.docx • OBSERVATION SHEET FOR TEACHER .docx <p>Observation Sheet for Teacher; Student's worksheets and a Google Modules Presentation referred to the work "The woman of the forest" created by the leading group; Observation Guidance Sheet n.2.</p>	Formative assessment done by the teacher using Observation Sheet for Teacher ; peer assessment done by students using Observation Guidance Sheet n.2.
L	S	R	W								

3	5'	Giving feedback. Accepting different point of view.	T. observes and monitors. The group who was role-playing the "Jury" give personal opinion about the quality of presentation according to the notes taken on the Guidance Observation Sheet n.2. Ss. who previously did the exercises proposed, now express personal opinions about the quality of the activities offered following the Guidance Observation Sheet n.1. Students who lead the activity listen to pairs' opinions and evaluations.	<p>Skills</p> <table border="1" data-bbox="1055 165 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary necessary to evaluate the quality of the speeches and of the work analyzed.</p> <p>Communicative structures Giving opinions.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • OBSERVATION GUIDANCE SHEET 1.docx • OBSERVATION GUIDANCE SHEET 2.docx <p>Observation Guidance Sheet n.1; Observation Guidance Sheet n.2.</p>	Peer evaluation.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	12	Title	Acting out "The Cross of the Devil"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Developping readiness to follow instructions.	T. organizes the class in 3 groups: presenters, learners and observers. He/she hands out the Observation Guidance sheets n.1 to the "Learners" and the Observation Guidance sheet n.2 to the "Observers" The "Leading Group" is made up by students who are presenting the work they have created. They stand near the W.I.B., while one of the members of the team hands out the copy of the legend "The Cross of the Devil" and the attached worksheet to the classmates who role-play the "learners".	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Verbs to give instructions.</p> <p>Communicative structures Giving instructions.</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	<ul style="list-style-type: none"> • CROSS.docx • OBSERVATION GUIDANCE SHEET 1.docx • OBSERVATION GUIDANCE SHEET 2.docx <p>Observation Guidance Sheet n.1; Observation Guidance Sheet n.2 Student's worksheets attached to the legend "The Cross of the Devil" prepared by the leading group.</p>	//
L	S	R	W								

2	35'	Taking risk, developing critical thinking Predicting, applying evaluation criteria.	T. assesses students' presentation. Ss. act out or work according to their roleplay: 1) The " Leading Group" proposes the legend and the attached exercises published on Google Module Presentation and invites the "learners" who are working on the students' worksheets to do the activities proposed. 2) "Learners" do the activities proposed and then go to the WIB to check the exercises done under the supervision of the leaders. 3)The group who is role-playing the "Jury" observes the behaviour of the leaders and take notes on the Guidance Observation Sheet n.2	<p>Skills</p> <table border="1" data-bbox="1055 169 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary referred to culture of Dolomites, landscape of mountainous areas.</p> <p>Communicative structures Communicative structures necessary to give commands, requests, advices or making suggestions.</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	<ul style="list-style-type: none"> • CROSS.docx • OBSERVATION GUIDANCE SHEET 2.docx • OBSERVATION SHEET FOR TEACHER .docx <p>Observation Sheet for Teacher; Student's worksheets and a Google Modules Presentation referred to the work "The Cross of the Devil" created by the leading group; Observation Guidance Sheet n.2</p>	Formative assessment done by the teacher using Observation Sheet for Teacher ; peer assessment done by students using Observation Guidance Sheet n.2.
L	S	R	W								

3	5'	Giving feedback. Accepting different point of view.	T. observes and monitors. The group who was role-playing the "Jury" give personal opinion about the quality of presentation according to the notes taken on the Guidance Observation Sheet n.2	<p>Skills</p> <table border="1" data-bbox="1055 169 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary necessary to evaluate the quality of the speeches and of the work analyzed.</p> <p>Communicative structures Giving opinions.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • OBSERVATION GUIDANCE SHEET 1.docx • OBSERVATION GUIDANCE SHEET 2.docx <p>Observation Guidance Sheet n.1; Observation Guidance Sheet n.2.</p>	Peer evaluation
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Basic elements
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1	Configure accounts and understand how internet works and the characteristics of its services. Knowledge of the relevance of free and open source tools for digital publishing.	Opening activity: discussion on how the Internet works and the characteristics of its services Configure accounts google, first step to apply google apps	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Speak, listen and participate in dialogue</p>	L	S	R	W	<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"> • LEZ.1 LOGIN GOOGLE +DRIVE.pptx • self- assesement grid.odt <p>Modules courses with online explanations with sequences to follow, visual and handouts</p>	self assessment grid
L	S	R	W								

2	1	comprehension of using main tool's menu of google (gmail and drive).	manage google contacts as a repository to collect and organise work with classmates as label learn procedures to use google drive as a free storage space for files to save, edit and share in creating e-book	<p>Skills</p> <table border="1" data-bbox="1077 169 1417 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Can use language to comprehend by reading, using key words, images, layouts and tools procedures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • LEZ.1 LOGIN GOOGLE +DRIVE.pptx • self- assesement grid.odt <p>Modules courses with online explanations with sequences to follow, visual and handouts</p>	self assessment grid
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	google drive free suites
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1	Learn to process files with google drive free suites (google document, sheets, presentations) to collect, process, organize, present and store information.	Brainstorming to resume skills on process, store and present information on google drive	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Read and use tools procedures to process informations</p>	L	S	R	W	<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"> • LEZ.1 LOGIN GOOGLE +DRIVE.pptx • self- assesement grid.odt <p>modules courses with layout of pages on ICT tool procedures</p>	self assessment grid
L	S	R	W								

2	1	Identify key points of google slides working environment	Read together from online explanations to comprehend sequence to apply to represent information in creating an e-book follow procedures to theme customization, inserting link on a map, sharing a presentation	<p>Skills</p> <table border="1" data-bbox="1025 167 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Apply linguistic skills to learn google slides for specific purposes of the e-book project</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • LEZ.2 GOOGLE SLIDES +INS.BLOG.pptx <p>modules courses with layout of pages on ICT tool procedures</p>	self assessment grid
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	e-book blog
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1	Recognize domains and services to carry out an e-book project	Read in a group and identified how to create a link to share publication online to embed in a code activate and observe web pages links to connect information using	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Explanation Can organize information, order and explain different technical object characteristics</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • LEZ.3-4 BLOGGER.pptx • self- assessement grid.odt • link blog di lavoro.odt <p>Modules courses with online explanations with sequences to follow</p>	self assessment grid
L	S	R	W								

2	1	Analyse relevant web instruments to communicate e-book information	make deductions in using program, identify and analyse relationships develop skills to manage an online free platform to create blog: blogger	<p>Skills</p> <table border="1" data-bbox="1048 165 1391 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Explanation Can organize information, order and explain different technical object characteristics</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	<ul style="list-style-type: none"> • LEZ.3-4 BLOGGER.pptx • self- assesement grid.odt • link blog di lavoro.odt <p>Modules courses with online explanations with sequences to follow</p>	self assessment grid
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	represent information
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1	Apply previous instructions on blogger to represent information	Exercises following the imitation strategy of program tutorials Verbally review instructions of the computer and check for understanding	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Speak, listen and participate in dialogue</p>	L	S	R	W	<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"> • LEZ.3-4 BLOGGER.pptx • self- assessement grid.odt • link blog di lavoro.odt <p>Modules courses with online explanations with sequences to follow, visual and handouts</p>	self assessment grid
L	S	R	W								

2	1	Apply previous instructions on blogger to represent information	follow procedures in using google moduli and kahoot to add as a post in the blogger site	<p>Skills</p> <table border="1" data-bbox="1048 167 1391 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures communicate using specific vocabulary</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • LEZ.3-4 BLOGGER.pptx • self- assesement grid.odt • link blog di lavoro.odt <p>Modules courses with online explanations with sequences to follow, visual and handouts</p>	self assessment grid
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	problem solving for ebook project
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1	Develop creative strategies for solving technological problems in projects	Work with ICT in different format to obtain and report data in an e-book	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Can organize information and explain</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • LEZ.5 INTERACTIVE EBOOKS.pptx • process monitoring rubric.odt • link blog di lavoro.odt <p>Modules courses with online explanations with sequences to follow</p>	process monitoring rubric
L	S	R	W								

2	1	Upgrade skills acquired boost in phases: focus, analyse, troubleshoot and perform	apply problem solving method in using application program apply evaluation criteria to predict and distinguish the most relevant information necessary for the e-book	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures Compose and manipulate different kinds of texts with creative purposes</p>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • LEZ.5 INTERACTIVE EBOOKS.pptx • process monitoring rubric.odt • link ebook.odt • link blog di lavoro.odt <p>layout of pages on ICT tools procedures</p>	process monitoring rubric
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CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	application and evaluation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1	Application: ordering basic operations performed by word to create a template for project	Add and assemble documents and related links to create e-book for project following worksheet instruction: title, outlines, work distribution page	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Procedure: retell steps of word procedures, explaining the method acquired. Use language to explain actions</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • LEZ.5 INTERACTIVE EBOOKS.pptx • process monitoring rubric.odt • link ebook.odt • link blog di lavoro.odt <p>blog</p>	process monitoring rubric
L	S	R	W								

2	1	Synthesis / evaluation: order and add e-book project documents for a final report	Final construction report: collect, front page, tables, pictures, justified/saved text; explain.	<p>Skills</p> <table border="1" data-bbox="1070 164 1406 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Persuasion Use simple language to argue a point of view, make decision (spoken interaction).</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		process monitoring rubric
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Introduction to Trentino
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30	By the end of this activity, the student will: - be able to guess information about a region out of a wordcloud; - get an introduction about the Region Trentino; - be able to discuss simple English-taught subjects among peers.	Wordcloud: guessing information about a region out of a wordcloud; T's role: introducing and giving instructions about the lesson; S's role: formulating hypotheses; sharing ideas with others; getting information out of visuals;	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words related to geography and describing a place</p> <p>Communicative structures Making guesses, creating short sentences</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> wordcloud Trentino.jpg <p>Wordcloud Microsoft Word software</p>	Informal observation
L	S	R	W								

2	15	By the end of this activity, the student will be able to formulate what discussed previously in simple sentences	Feedback: all sentences that arise from the students are written on the blackboard; T's role: helping learners with the language;giving feedback. S's role: sharing ideas with others;formulating simple sentences	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Words related to geography and describing a place</p> <p>Communicative structures Formulating what discussed in pairs/groups</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • wordcloud Trentino.jpg <p>Wordcloud</p>	Informal observation
3	20	By the end of this activity, the student will: - be able to guess information about a region out of visuals; - be able to discuss simple English-taught subjects among peers.	Picture reading: all students are shown pictures about the region and have to improve or adjust their guessing from activity 1; T's role: introducing and giving instructions about the lesson; S's role: formulating hypotheses; sharing ideas with others; getting information out of visuals;	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Words related to geography and describing a place</p> <p>Communicative structures Making guesses, creating short sentences</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Visuals (picture in a ppt presentation)	Informal observation.

4	10	By the end of this activity, the student will be able to formulate what discussed previously in simple sentences, correcting themselves and finding each other mistakes or not-to-the-point statements.	Feedback: implementation and correction of activity 2; T's role: helping learners with the language; giving feedback. S's role: sharing ideas with others; correcting and improving themselves.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Words related to geography and describing a place; correct - non correct</p> <p>Communicative structures Formulating what discussed in pairs/groups; correcting each other</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Visuals (picture in a ppt presentation)	Informal observation and self-evaluation.
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5	25	By the end of this activity, the student will be able to read and understand a text about the geography of a region; also, be able to discuss simple English-taught subjects among peers.	Students read the complete text about Trentino; T's role: introducing and giving instructions about the lesson; S's role: formulating hypotheses; sharing ideas with others; getting information out of a text;	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Words related to geography and describing a place;</p> <p>Communicative structures Making guesses, creating short sentences</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Trentino.docx Printed text about Trentino	Informal observation.
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6	35	By the end of this activity, the student will be able to answer questions using technology; also, evaluate what previously learned during the lesson	Kahoot quiz: students are given a Kahoot test about our region. T's role: helping learners with the language; giving feedback. S's role: answering questions using technology.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Words related to geography and describing a place; correct - non correct</p> <p>Communicative structures Formulating what discussed in pairs/groups; correcting each other</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Trentino.docx <p>Online tool Kahoot Mobile phones</p>	Final Kahoot quiz and self-evaluation.
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CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Rocks and Minerals
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30	By the end of this activity, the student will: - be able to extract information about a geology from a text; - get an introduction about the different kind of rocks; - be able to discuss simple English-taught subjects among peers; - complete a table from a text.	Reading the text and understand information from it. T's role: introducing and giving instructions about the lesson; S's role: formulating hypotheses; sharing ideas with others; getting information out of texts;	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Geology vocabulary; first words about rocks</p> <p>Communicative structures reading and discussing a text; formulating short sentences</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Rocks and minerals.docx worksheet	Discussion and Informal observation
L	S	R	W								

2	20	By the end of this activity, the student will be able to formulate what discussed previously in simple sentences	Feedback: all sentences that arise from the students are written on the blackboard; T's role: helping learners with the language; giving feedback. S's role: sharing ideas with others; formulating simple sentences	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Geology vocabulary; first words about rocks</p> <p>Communicative structures Formulating what discussed in pairs/groups; sentences out of a table</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Rocks and minerals.docx <p>worksheet</p>	Informal observation
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3	35	By the end of this activity, the student will: - be able to guess information about geology out of visuals; - be able to discuss simple English-taught subjects among peers.	reading: all students are shown a graph about the rock cycle and have to implement their knowledge from activity 1 and 2; T's role: introducing and giving instructions about the lesson; S's role: formulating hypotheses; sharing ideas with others; getting information out of visuals;	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Geology vocabulary; first words about rocks</p> <p>Communicative structures reading and discussing from visuals; formulating short sentences</p>	<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"> • Rocks and minerals.docx <p>worksheet</p>	Informal observation and self-evaluation.
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4	25	By the end of this activity, the student will: - be able to extract information about a geology from a text; - be able to discuss simple English-taught subjects among peers; - answer questions from a text.	Answering questions in pairs	Skills	<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"> • Rocks and minerals.docx worksheet 	correcting the answers and informal observation				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td style="background-color: black; color: white;">R</td> <td style="background-color: black; color: white;">W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary Geology vocabulary; first words about rocks											
				Communicative structures answering questions; formulating short sentences							

5	30	By the end of this activity, the student will: - be able to extract information about a geology from a text; - writing a text from mixed up sentences, connecting them; - be able to discuss simple English-taught subjects among peers.	writing a text from mixed up sentences, connecting them	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"> • Rocks and minerals.docx worksheet 	correction of the text produced				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td style="background-color: black; color: white;">R</td> <td style="background-color: black; color: white;">W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary Geology vocabulary; first words about rocks											
				Communicative structures writing a simple text							

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	What should we present?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	Content: Activating prior knowledge; remembering.	T. asks questions about the topic of the previous lesson and writes on the blackboard a mind map. Ss. answer to teacher questions and help to write the mind map on the blackboard	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary words related to rocks, minerals, particular scientific terms</p> <p>Communicative structures Asking questions Could you tell me? Do you remember..? What else?</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	blackboard	informal observation
L	S	R	W								

2	15	<p>Social Competence: work in group; accept different point of view; interact with others showing respect; analyzing options; making decision.</p> <p>Science Competence: enhance the knowledge about rocks and minerals by working in groups</p>	<p>Ss. discuss about the different topics suggested by the teachers to choose the one for their group work.</p>	<p>Skills</p> <table border="1" data-bbox="1077 165 1420 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary words related to rocks, minerals, particular scientific terms</p> <p>Communicative structures discussing in groups; what do you think; I like, I dislike</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>		informal observation
L	S	R	W								

3	25	<p>Social Competence: working in group; accepting different point of view; interacting with others showing respect; analysing; making decision; organizing.</p> <p>Cognition: activating reasoning skills - recognizing information convenient for the purpose of the project.</p>	<p>T. supervises and circulates between the areas of work. he/she encourages, gives help, observes.</p> <p>Ss. discuss in order to make their choice; they decide which exercises they are going to create and what kind of pictures should illustrate the paragraphs.</p>	<p>Skills</p> <table border="1" data-bbox="1077 874 1420 917"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary words related to rocks, minerals, particular scientific terms</p> <p>Communicative structures discussing in groups; what do you think; I like, I dislike; "how should we..?"</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>	<ul style="list-style-type: none"> • TEACHER'S EVALUATION GRID1.docx 	informal observation and evaluation grid
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Creating presentations
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5	Content: recalling relevant information from activating long-term memory; remembering data; getting new information	T. asks the students few open questions about the activity done during the previous lesson and focuses their attention on the work ahead. Ss. participate and answer.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary words related to rocks, minerals, particular scientific terms</p> <p>Communicative structures Talking about past events; talking about plans.</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		informal observation
L	S	R	W								

2	50	<p>to enhance knowledge about the topics in geology about rocks and minerals. to find out some new notions about geology in our region; rocks formation, Dolomites, Lagorai, ... to better use technological instruments as google apps and kahoot</p>	<p>T. supervises and circulates among the areas of work, gives feedback, guides and helps students to activate thinking skills in order to check their mistakes. Ss. work in organized sections; each member of the group does a specific activity according to the role undertaken in the previous lesson: some students translate the selected legend from Italian to English, some prepare the exercises and other ones do the drawings or search for pictures on the web site</p>	<p>Skills</p> <table border="1" data-bbox="1077 165 1413 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary words related to rocks, minerals, particular scientific terms</p> <p>Communicative structures discussing in groups; what do you think; I like, I dislike talking with specific language about scientific topics</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>	<ul style="list-style-type: none"> • self- assessement grid.odt • process monitoring rubric.odt 	<p>observation sheets</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	Presenting
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60	to be able to: - present the work done to peers - talk about scientific topics to other students - explain themselves better in simple English	Students groups (in turns) present their work to other students and the teachers. The rest of the class listens and take notes	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary words related to rocks, minerals, particular scientific terms</p> <p>Communicative structures presenting to an audience; simple sentences; constructing technical sentences about science</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		teacher evaluation and self evaluation
L	S	R	W								