

CLIL Module Plan

Author(s)	Morena Lazzara - Silvia Trotter				
School	IC Cavalese				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input 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	Scienze	Topic	The scientific method and states of matter		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Teaching team profile: • Morena Lazzara (main teacher, subject taught: science) • Silvia Trotter (co-teacher, subject taught: English) Student group profile: • Average CEFR level: A1 • Experience of Clil: some students at the primary school • Other mother tongues: Arabic, Albanian, Macedonian • Special Educational Needs: 2 students The class is made up of 25 students, 9 girls and 16 boys. The class is heterogeneous in terms of competences and interests.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<ul style="list-style-type: none"> • Students know that objects have observable properties. • They know how to identify properties of matter (with their senses). • Students know how to describe objects in a simple way. 	<p>They know and use: • some vocabulary about science; • the “bossy words” (verbs to give instructions); • the verb to be and have got; • the classroom language; • simple adverbs of time (first, then,...). They are able to construct simple sentences. They can read and understand simple texts.</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 10 lessons of 50 minutes
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Description of teaching and learning strategies

o Methodological approaches (Cooperative Learning, individual work and peer correction, station learning method) o Strategies to promote interaction and communication during the lesson involving student teachers and group work (use of ICT learning tools and classroom setting) o Content and language input (pictures and questions to activate pre-knowledge) o Materials to support content and language scaffolding (repetitions and reformulations, mimes and gestures, glossary with pictures, examples) o worksheets, test and questionnaire written in a font suitable for SEN o formative assessment (rubric for process) and summative assessment (final test with graduate difficulty) o Self assessment (questionnaire).

Overall Module Plan

Unit: 1 THE SCIENTIFIC METHOD Unit length: 3 lessons	Lesson 1 INTRODUCTION: WHAT IS THE SCIENTIFIC METHOD? [PowerPoint presentation]
	Lesson 2 STEPS OF SCIENTIFIC METHOD (I)
	Lesson 3 STEPS OF SCIENTIFIC METHOD (II)
Unit: 2 STATES OF MATTER Unit length: 4 lessons	Lesson 1 FOCUS ON STATION LEARNING METHOD and STATION 0
	Lesson 2 STATES OF MATTER (I): station learning activity
	Lesson 3 STATES OF MATTER (II): station learning activity
	Lesson 4 STATES OF MATTER (III): revision worksheet
Unit: 3 SUMMATIVE ASSESSMENT and SELF EVALUATION QUESTIONNAIRE Unit length: 2 lessons	Lesson 1 FINAL TEST
	Lesson 2 SELF EVALUATION QUESTIONNAIRE

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	INTRODUCTION: WHAT IS THE SCIENTIFIC METHOD? [PowerPoint presentation]		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50'	<ul style="list-style-type: none"> • Understanding what the scientific method is • Identifying the different steps of the scientific method. Life skills: <ul style="list-style-type: none"> • communication in foreign languages • learning to learn 	<p>T. illustrates the different steps of the scientific method with the support of a p-point presentation with pictures and examples. Ss interact with T. and answer to his questions. T. and Ss create a mind map illustrating the steps.</p>	<p>Skills</p> <table border="1" data-bbox="1108 167 1447 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <ul style="list-style-type: none"> • Steps of the scientific method (observation, question, hypothesis, research, experiment, conclusion,...) and actions (observe, ask a question, state an hypothesis,...) • Words related to an experiment (purpose, materials, instructions, data, graph, ...) <p>Communicative structures</p> <p>Have you ever...? What happens if...? What do you think about...? In my opinion... Do you know...? Look at the picture/graph/... If... then... statement</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • Att.1 Lazzara-Trotter.pdf • Laptop with projector • P-point presentation with pictures (Att.1) • Blackboard • Science copybook 	<p>Oral questions and answers to elicit information and give a feedback to students.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	STEPS OF SCIENTIFIC METHOD (I)		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15'	<ul style="list-style-type: none"> • Recalling previous knowledge. • Identifying the steps of the scientific method in the correct order. 	<p>T. recalls the key concepts of the previous lesson. Ss interact with T. and answer to his questions. T. and Ss complete the mind map about the different steps of the scientific method.</p>	<p>Skills</p> <table border="1" data-bbox="1108 167 1449 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Steps of the scientific method (observation, question, hypothesis, question, conclusion,...) and actions (observe, ask a question, state an hypothesis,..) - Words related to an experiment (purpose, materials, instructions, data, ...)</p> <p>Communicative structures Have you ever...? What happens if...? What is the 1st/2nd/... step? It is.... What do you think about...? In my opinion... Do you know...? Look at the picture/graph/... If... then... statement</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • Blackboard • Science copybook 	<p>Oral questions and answers to elicit information and give a feedback to students.</p>
L	S	R	W								

2	35'	<ul style="list-style-type: none"> • Describing the steps of scientific method by using different vocabulary and language structures. Life skills: • communication in foreign languages • social and civic competences 	<p>T. divides the class into pairs and hangs out five worksheets (one at a time) with words and pictures of the different steps of the scientific method. Ss interact in pairs and reorder the steps by cutting and gluing them on their science copybook.</p>	<p>Skills</p> <table border="1" data-bbox="1108 204 1449 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Steps of the scientific method: different collocations related to verbs and nouns (create/state a hypothesis, conduct/make an experiment, record results,..)</p> <p>Communicative structures What is the 1st/2nd/... step? It is.... First...., then ...</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • Att.2a Lazzara - Trotter.pdf • Att.2b Lazzara - Trotter.pdf • Att.2c Lazzara - Trotter.pdf • Att.2d Lazzara - Trotter.pdf • Att.2e Lazzara - Trotter.pdf • Scissors and glue • Science copybook • Ss worksheets (Att.2a,2b,2c, 2d, 2e) 	T's observation
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	STEPS OF SCIENTIFIC METHOD (II)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	<ul style="list-style-type: none"> Identifying the steps of the scientific method in the correct order. Life skills: • communication in foreign languages • social and civic competences 	T. asks the students to swap pairs in order to check the previous activity (Lesson n.2) Ss interact to check their work. T. observes Ss and support them if they need help or they don't agree.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Steps of the scientific method: different collocations related to verbs and nouns (create/state a hypothesis, conduct/make an experiment, record results,..)</p> <p>Communicative structures What is the 1st/2nd/... step? It is.... First...., then ...</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	Science copybook with the reordered steps	T's observation
L	S	R	W								

2	10'	<ul style="list-style-type: none"> Reinforcing the Ss' knowledge of the steps of the scientific method Describing the steps of scientific method by using different vocabulary and language structures. 	<p>T. hands out the first part of the revision worksheet (Att.3a) and asks the Ss to create the different steps of the scientific method by colouring the expressions. Ss works in pairs.</p>	<p>Skills</p> <table border="1" data-bbox="1108 167 1444 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Steps of the scientific method: different collocations related to verbs and nouns (ask a question, report your conclusions,...)</p> <p>Communicative structures What is the 1st/2nd/... step? It is.... First...., then ... I agree/disagree</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> Att.3a Lazzara - Trotter.pdf Ss worksheet (Att.3a) Science copy book 	T's observation
L	S	R	W								

3	10'	Describing each step of the scientific method.	T hands out the second part of the revision worksheet (Att.3b) and asks the Ss to match each step with the correct description. Ss works in pairs.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary - Steps of the scientific method - Verbs connected to the scientific method (e.g. observe, test, analyse,..)</p> <p>Communicative structures What's the meaning of...? What do you do in the 1st/2nd/... step? I agree/disagree</p>	<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"> • Att.3b Lazzara - Trotter.pdf • Ss worksheet (Att.3b) • Science copy book 	T's observation
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4	15'	Describing each step of the scientific method.	T checks in plenary the revision worksheet. Ss corrects and revise the topic.	<p>Skills</p> <table border="1" data-bbox="1108 167 1449 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Steps of the scientific method - Verbs connected to the scientific method (e.g. observe, test, analyse,..)</p> <p>Communicative structures What's the meaning of...? What do you do in the 1st/2nd/... step? I agree/disagree</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"> • Att.3a Lazzara - Trotter.pdf • Att.3b Lazzara - Trotter.pdf • Revision worksheets (att.3a and 3b) • Science copybook 	T's observation
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	FOCUS ON STATION LEARNING METHOD and STATION 0
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Knowing the main features of the station learning method.	T explains to Ss what they are going to do for the next two lessons. T exposes the main features of the station learning method: - Classroom setting - Instructions and working pass T divides the class into pairs	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary “bossy verbs” (verbs used to give instructions e.g. read, fill in the blank, copy, ...)</p> <p>Communicative structures Imperative to give instructions</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"> • Att.5a Lazzara - Trotter.pdf • Working pass (Att.5a) • Laptop with projector 	T test orally the Ss comprehension by asking them oral questions.
L	S	R	W								

2	5'	Knowing that matter occupies space and has a mass	T projects the station 0 worksheet and ask the Ss to read the text.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Matter, mass and volume, amount, property</p> <p>Communicative structures What's the meaning of ...? Can you tell me an example of ...?</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"> • Att.4 Lazzara - Trotter.pdf • Station learning texts (Att.4) • Laptop with projector 	T test orally the Ss comprehension by asking them oral questions.
3	10'	Knowing that matter occupies space and has a mass	T and Ss do the exercises together orally.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Matter, mass and volume, amount, property</p> <p>Communicative structures What's the meaning of ...? Can you tell me an example of ...?</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"> • Att.4 Lazzara - Trotter.pdf • Station learning texts (Att.4) • Laptop with projector 	T test orally the Ss comprehension by asking them oral questions.

4	10'	<ul style="list-style-type: none"> Knowing the meaning of the keywords related to the topic Building a map of the key concepts. Life skills: <ul style="list-style-type: none"> communication in foreign languages learning to learn 	T asks the Ss to read again the text and write the keywords on their copybook. T and Ss write together a mind map about the text with the most important information.	<p>Skills</p> <table border="1" data-bbox="1077 165 1422 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Matter, mass and volume, amount, property</p> <p>Communicative structures What's the meaning of ...? Can you tell me an example of ...?</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"> Att.4 Lazzara - Trotter.pdf Station learning texts (Att.4) Laptop with projector Science copybook blackboard 	T test orally the Ss comprehension by asking them oral questions.
L	S	R	W								
5	10'	Knowing that matter occupies space and has a mass	T asks the Ss to work in pairs and write three examples of matter that are not in the text then they check together.	<p>Skills</p> <table border="1" data-bbox="1077 783 1422 829"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Matter, mass and volume, amount, property</p> <p>Communicative structures What's the meaning of ...? Can you tell me an example of ...?</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	Science copybook	T test orally the Ss comprehension by asking them oral questions.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	STATES OF MATTER (I): station learning activity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Knowing the main features of the station learning method.	T invites the Ss to sit at the desk clusters (called stations) so that in every station there is the same number of students and gives instructions about timing (20' for each station). T gives the working pass to each student. Ss take a seat.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary "bossy verbs" (verbs used to give instructions)</p> <p>Communicative structures Imperative to give instructions</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"> • Att.4 Lazzara - Trotter.pdf • Att.5a Lazzara - Trotter.pdf <p>For each student:</p> <ul style="list-style-type: none"> • Working pass (att.5a) • A pen • Science copybook <p>For each station:</p> <ul style="list-style-type: none"> • An identifying sign of the station • A station text (from att.4) for each pair 	T test orally the Ss comprehension by asking them oral questions.
L	S	R	W								

2	20'	<ul style="list-style-type: none"> • Knowing the main features of the properties of matter • Knowing the main features of solids, liquids and gases, identifying them and making some examples. Life skills: • communication in foreign languages • social and civic competences • learning to learn 	Ss works in pairs on the station.	<p>Skills</p> <table border="1" data-bbox="1041 167 1382 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words related to the states of matter and their properties (e.g. solid, liquid, gas, shape, size, atoms,..)</p> <p>Communicative structures Could you tell me...? What is the meaning of? Could you tell me an example of ...? Could you read? I have a problem, I don't understand.</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"> • Att.4 Lazzara - Trotter.pdf • Att.5a Lazzara - Trotter.pdf • Att.5b_Rubric for process - STATION LEARNING ACTIVITY.pdf <p>For each student:</p> <ul style="list-style-type: none"> • Working pass (att.5a) • A pen • Science copybook Work station arrangement For each station: • An identifying sign of the station • A station text (from att.4) for each pair 	T monitors the activity and takes notes of the Ss' work using the rubric for process (att. 5b)
L	S	R	W								

3	20'	Life skills: • communication in foreign languages • learning to learn	T asks the Ss to complete the self evaluation section on the working pass and then change station.	<p>Skills</p> <table border="1" data-bbox="1041 167 1382 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words related to the states of matter and their properties (e.g. solid, liquid, gas, shape, size, atoms,..)</p> <p>Communicative structures Could you tell me...? What is the meaning of? Could you tell me an example of ...? Could you read? I have a problem, I don't understand.</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"> • Att.4 Lazzara - Trotter.pdf • Att.5a Lazzara - Trotter.pdf • Att.5b_Rubric for process - STATION LEARNING ACTIVITY.pdf <p>For each student:</p> <ul style="list-style-type: none"> • Working pass (att.5a) • A pen • Science copybook <p>Work station arrangement For each station:</p> <ul style="list-style-type: none"> • An identifying sign of the station • A station text (from att.4) for each pair 	T monitors the activity and takes notes of the Ss' work using the rubric for process (att. 5b)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	STATES OF MATTER (II): station learning activity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Knowing the main features of the station learning method.	T invites the Ss to sit at the desk clusters (called stations) so that in every station there is the same number of students and gives instructions about timing (20' for each station). T gives the working pass to each student. Ss take a seat.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary "bossy verbs" (verbs used to give instructions)</p> <p>Communicative structures Imperative to give instructions</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"> • Att.4 Lazzara - Trotter.pdf • Att.5a Lazzara - Trotter.pdf <p>For each student:</p> <ul style="list-style-type: none"> • Working pass (att.5a) • A pen • Science copybook <p>For each station:</p> <ul style="list-style-type: none"> • An identifying sign of the station • A station text (from att.4) for each pair 	T test orally the Ss comprehension by asking them oral questions.
L	S	R	W								

2	20'	<ul style="list-style-type: none"> • Knowing the main features of the properties of matter • Knowing the main features of solids, liquids and gases, identifying them and making some examples. Life skills: • communication in foreign languages • social and civic competences • learning to learn 	Ss work in pairs on the station.	<p>Skills</p> <table border="1" data-bbox="1041 167 1382 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words related to the states of matter and their properties (e.g. solid, liquid, gas, shape, size, atoms,..)</p> <p>Communicative structures Could you tell me...? What is the meaning of? Could you tell me an example of ...? Could you read? I have a problem, I don't understand.</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"> • Att.4 Lazzara - Trotter.pdf • Att.5a Lazzara - Trotter.pdf • Att.5b_Rubric for process - STATION LEARNING ACTIVITY.pdf <p>For each student:</p> <ul style="list-style-type: none"> • Working pass (att.5a) • A pen • Science copybook Work station arrangement For each station: • An identifying sign of the station • A station text (from att.4) for each pair 	T monitors the activity and takes notes of the Ss' work using the rubric for process (att. 5b)
L	S	R	W								

3	20'	Life skills: • communication in foreign languages • learning to learn	T asks the Ss to complete the self evaluation section on the working pass and then change station.	<p>Skills</p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words related to the states of matter and their properties (e.g. solid, liquid, gas, shape, size, atoms,..)</p> <p>Communicative structures Could you tell me...? What is the meaning of? Could you tell me an example of ...? Could you read? I have a problem, I don't understand.</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"> • Att.4 Lazzara - Trotter.pdf • Att.5a Lazzara - Trotter.pdf • Att.5b_Rubric for process - STATION LEARNING ACTIVITY.pdf <p>For each student:</p> <ul style="list-style-type: none"> • Working pass (att.5a) • A pen • Science copybook <p>Work station arrangement For each station:</p> <ul style="list-style-type: none"> • An identifying sign of the station • A station text (from att.4) for each pair 	T monitors the activity and takes notes of the Ss' work using the rubric for process (att. 5b)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	STATES OF MATTER (III): revision worksheet
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	<ul style="list-style-type: none"> Knowing the main features of the properties of matter Knowing the main features of solids, liquids and gases, identifying them and making some examples. 	T checks the exercises of the learning stations	<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 the states of matter and their properties (e.g. solid, liquid, gas, shape, size, atoms, ...)</p> <p>Communicative structures Could you tell me...? What is the meaning of ...? Could you tell me an example of ...? Could you read? I have a problem, I don't understand.</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	Science copybook	T checks with Ss
L	S	R	W								

2	40'	<ul style="list-style-type: none"> • Knowing the main features of the properties of matter • Knowing the main features of solids, liquids and gases, identifying them and making some examples. Life skills: • communication in foreign languages • social and civic competences • learning to learn 	<p>T hands out the revision worksheet and ask a S to read the box at the top of the page. T asks some questions to test the Ss' comprehension. Ss work on the revision worksheet following the Think Pair Share methodology (TPS). First they read and work on the worksheet individually. Then they check their work with a classmate and discuss possible problems. Finally they check in plenary with T.</p>	<p>Skills</p> <table border="1" data-bbox="1108 167 1451 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words related to the states of matter and their properties (e.g. solid, liquid, gas, shape, size, atoms,..)</p> <p>Communicative structures Could you tell me...? What is the meaning of? Could you tell me an example of ...? Could you read? I have a problem, I don't understand</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • Att.6 Lazzara - Trotter.pdf <p>Revision worksheet (Att.6)</p>	<p>T's observation and check</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	FINAL TEST
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5'	<ul style="list-style-type: none"> Identifying the steps of the scientific method in the correct order. Knowing that matter occupies space and has a mass. Knowing the main features of the properties of matter Knowing the main features of solids, liquids and gases, identifying them and making some examples. 	T hands out the final text and read the instructions.	Skills <div style="border: 1px solid black; padding: 2px; display: flex; gap: 5px;"> L S R W </div>	<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"> Att.7 Lazzara - Trotter.pdf Final test (Att.7)	Summative assessment.

				<p>Key vocabulary</p> <p>- Steps of the scientific method (observation, question, hypothesis, question, conclusion,...) and actions (observe, ask a question, state an hypothesis,..) - Words related to an experiment (purpose, materials, instructions, data, graph, ...) - “bossy verbs” (verbs used to give instructions e.g. read, fill in the blank, copy, ...) - Words related to the states of matter and their properties (e.g. solid, liquid, gas, shape, size, atoms,..)</p> <p>Communicative structures</p> <p>- Imperative to give instructions</p>		
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2	45'	<ul style="list-style-type: none"> Identifying the steps of the scientific method in the correct order. Knowing that matter occupies space and has a mass. Knowing the main features of the properties of matter Knowing the main features of solids, liquids and gases, identifying 	Ss work individually on the test.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> Att.7 Lazzara - Trotter.pdf <p>Final test (Att.7)</p>	Summative assessment
L	S	R	W								

them and making some examples.

Key vocabulary

- Steps of the scientific method (observation, question, hypothesis, question, conclusion,...) and actions (observe, ask a question, state an hypothesis,..) - Words related to an experiment (purpose, materials, instructions, data, graph, ...) - "bossy verbs" (verbs used to give instructions e.g. read, fill in the blank, copy, ...) - Words related to the states of matter and their properties (e.g. solid, liquid, gas, shape, size, atoms,..)

Communicative structures

- Imperative to give instructions

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	SELF EVALUATION QUESTIONNAIRE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30'	Life skills: • communication in foreign languages • social and civic competences • learning to learn	T hands out the test and corrects it with the Ss using different strategies: - Projection; - Reading aloud; - Team game (Ss are divided in teams and try to correct the test one team at a time)	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Att.7 Lazzara - Trotter.pdf Final test (Att.7)	T checks with Ss
L	S	R	W								

Key vocabulary

- Steps of the scientific method (observation, question, hypothesis, question, conclusion,...) and actions (observe, ask a question, state an hypothesis,..) - Words related to an experiment (purpose, materials, instructions, data, graph, ...) - "bossy verbs" (verbs used to give instructions e.g. read, fill in the blank, copy, ...) - Words related to the states of matter and their properties (e.g. solid, liquid, gas, shape, size, atoms,..)

Communicative structures

- Imperative to give instructions - Could you tell me...? What is the meaning of? Could you tell me an example of ...? Could you read? I have a problem, I don't understand.

2	20'	<p>Life skills: • communication in foreign languages</p> <ul style="list-style-type: none"> • learning to learn 	<p>T hands out the self evaluation questionnaire and Ss reflect on their attitude and learning process.</p>	<p>Skills</p> <table border="1" data-bbox="1099 164 1440 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Name of the different activities (test, station learning activity, activity in pairs)</p> <p>Communicative structures Imperative to give instructions.</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • Att.8 Lazzara - Trotter.pdf <p>Self evaluation questionnaire (att.8)</p>	<p>T's observation. Metacognitive self assessment.</p>
L	S	R	W								