

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	Living and non-living things - The cell		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	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.
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Students' prior knowledge, skills, competencies	Subject	Language
	<ul style="list-style-type: none"> • Students may have a basic knowledge about what is living • Students know that all plants and animals, including humans, are alike in some ways and different in others. • Students know how to observe and describe objects in a simple way. 	They know and use: <ul style="list-style-type: none"> • some vocabulary about science; • the “bossy words” (verb 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.

Timetable fit	<input checked="" type="radio"/> Module	Length 13 lessons of 50 minutes
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Description of teaching and learning strategies

o Methodological approaches (Cooperative Learning, individual work and peer correction, TPS) 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). o Peer education / peer assessment

Overall Module Plan

Unit: 1 LIVING AND NON-LIVING THINGS Unit length: 5 lessons	Lesson 1 INTRODUCTION:LIVING AND NON-LIVING THINGS [PowerPoint presentation]
	Lesson 2 CHARACTERISTICS OF LIVING THINGS - LIFE CYCLE
	Lesson 3 THE LIFE CYCLE: activity in pairs
	Lesson 4 SPEAKING ABOUT LIFE CYCLE: dialogue with a partner
	Lesson 5 THE LIFE CYCLE: oral assessment

<p>Unit: 2</p> <p>THE CELL</p> <p>Unit length: 6 lessons</p>	<p>Lesson 1</p> <p>INTRODUCTION:LIVING THINGS ARE MADE UP OF CELLS: dialogue with a partner</p>
	<p>Lesson 2</p> <p>WHAT IS A CELL: reading comprehension</p>
	<p>Lesson 3</p> <p>THE PARTS OF ANIMAL AND PLANT CELL AND THEIR FUNCTIONS: video watching</p>
	<p>Lesson 4</p> <p>CELL MODELS CONSTRUCTIONS (I): activity in groups</p>
	<p>Lesson 5</p> <p>CELL MODELS CONSTRUCTIONS (II): activity in groups</p>
	<p>Lesson 6</p> <p>CELL MODELS PRESENTATION: oral presentation with peer evaluation</p>
<p>Unit: 3</p> <p>SUMMATIVE ASSESSMENT and SELF EVALUATION QUESTIONNAIRE</p> <p>Unit length: 2 lessons</p>	<p>Lesson 1</p> <p>FINAL TEST and SELF EVALUATION QUESTIONNAIRE</p>
	<p>Lesson 2</p> <p>TEST CORRECTION</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	INTRODUCTION:LIVING AND NON-LIVING THINGS [PowerPoint presentation]
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Distinguishing living things and non-living things.	T. illustrates some photographs with the support of a Power Point presentation Ss interact with T. and list what they see. T. writes on the blackboard what the Ss say in two columns and asks what distinction has been made (living and non-living things) Ss write everything in the science copybook	<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> <ul style="list-style-type: none"> • Words related to elements in the photographs (e.g. lake, mountains, rocks, fishes, trees, bridge, train, city, church, men, cows,...) <p>Communicative structures</p> <p>What do you see... Look at the picture...</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.1 Lazzara - Trotter M2.pdf • Laptop with projector • PowerPoint presentation with pictures (Att.1) • Blackboard • Science copybook 	Oral questions and answers to elicit information and give a feedback to students.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	CHARACTERISTICS OF LIVING THINGS - LIFE CYCLE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50'	Identifying the features of living and non-living things Giving examples of life cycles	T recalls the key concepts of the previous lesson. Ss interact with T and answer to his/her questions T. asks to draw how an animal is in the past, today and in the future. Ss recognize that living things have a life cycle T. write the steps of life cycle on blackboard Ss write all on their copy book.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary - Steps of the life cycle. - Verbs related to the life cycle (be born, eat, grow, reproduce, die)</p> <p>Communicative structures Do you know...? Look at the picture/graph/... Simple sentences using the simple present to describe the life cycle</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.1 Lazzara - Trotter M2.pdf Laptop with projector PowerPoint (Att.1) Blackboard Science copybook 	Oral questions and answers to elicit information and give a feedback to students.

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	THE LIFE CYCLE: activity in pairs
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35'	Identifying the features of life cycle.	T. recalls the key concepts of the previous lessons and gives a worksheet (Att. 2) to the students Ss work in pairs and try to understand the text about the characteristics of living things. Then they label the different steps of the life cycle and individually classify a list of words in living and non-living things	<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> <ul style="list-style-type: none"> • Steps of the life cycle. • Verbs related to the life cycle (be born, eat, grow, reproduce, die) <p>Communicative structures</p> <p>Do you know...? Look at the picture/graph/... Simple sentences using the simple present to describe the life cycle</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.2 Lazzara - Trotter M2.pdf <p>Ss worksheets (Att. 2)</p>	Oral questions and answers to elicit information and give a feedback to students.
L	S	R	W								

2	15'	Identifying the features of life cycle	T checks in plenary and gives instruction for the homework: describe the life cycle of an animal and a plant	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> • Steps of the life cycle. • Verbs related to the life cycle (be born, eat, grow, reproduce, die) <p>Communicative structures</p> <p>Do you know...? Look at the picture/graph/... Simple sentences using the simple present to describe the life cycle</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Science copybook	Oral questions and answers to elicit information and give a feedback to students.
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CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	SPEAKING ABOUT LIFE CYCLE: dialogue with a partner
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Describing the features of life cycle	T checks the homework and recalls concepts about life cycle of an animal and a plant	<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> <ul style="list-style-type: none"> • Steps of the life cycle. • Verbs related to the life cycle (be born, eat, grow, reproduce, die) <p>Communicative structures</p> <p>Do you know...? Look at the picture/graph/... Simple sentences using the simple present to describe the life cycle</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	Oral questions and answers to elicit information and give a feedback to students.
L	S	R	W								

2	35'	Describing the features of life cycle	T gives to students some strips (questions and answers) (Att. 3) about the steps of life cycle Ss act out a dialogue with a partner about the life cycle of an animal or a plant. Then they change partner T. helps them and checks	<p>Skills</p> <table border="1" data-bbox="1151 165 1491 210"> <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 life cycle. • Verbs related to the life cycle (be born, eat, grow, reproduce, die) <p>Communicative structures</p> <p>Do you know...? Look at the picture/graph/... Simple sentences using the simple present to describe the life cycle</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.3 Lazzara - Trotter M2.pdf • Science copybook • Strips about steps of life cycle (Att.3) 	Teachers' observations
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	THE LIFE CYCLE: oral assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Describing the features of life cycle	Ss present to the class the life cycle they have worked on T evaluates the oral presentation of each student and gives feedback	<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> <ul style="list-style-type: none"> • Steps of the life cycle. • Verbs related to the life cycle (be born, eat, grow, reproduce, die) <p>Communicative structures</p> <p>Simple sentences using the simple present to describe the life cycle</p>	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.4 Lazzara - Trotter M2.pdf • Science copybook • Teacher rubric for oral presentation (Att. 4) 	Oral assessment (oral presentation rubric) (Att. 4)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	INTRODUCTION:LIVING THINGS ARE MADE UP OF CELLS: dialogue with a partner
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Understanding that living things are made up of cells	T give some pictures (Att. 5a) to the students and a worksheet (Att. 5b) Ss describe to a partner some flashcards using the scaffolding on the worksheet	<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 pictures on the flashcards (flower, tree, old man, child, house, skyscraper,...) and to materials (bricks, sand, wool, cells,...)</p> <p>Communicative structures What is it? Is it a living or non-living thing? What is it made of? It is made of ...</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. 5b Lazzara - Trotter M2.pdf • Att.5a Lazzara - Trotter M2.pdf Worksheets (Att. 5a-5b)	Teachers' observations
L	S	R	W								

2	35'	Understanding that living things are made up of cells	T divides blackboard into two columns (living and non-living things) Ss stick their flashcards on the blackboard, describe them to the classmates and write under them the material they are made of T asks the students to say what living things have in common: they are made up of cells.	<p>Skills</p> <table border="1" data-bbox="1151 165 1491 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Words related to the pictures on the flashcards (flower, tree, old man, child, house, skyscraper,...) and to materials (bricks, sand, wool, cells,...)</p> <p>Communicative structures What is it? Is it a living or non-living thing? What is it made of? It is made 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. 5b Lazzara - Trotter M2.pdf • Att.5a Lazzara - Trotter M2.pdf • Copybook • Blackboard • Flashcards of living and non-living things (Att.5a) • Worksheet (Att.5b) 	Oral questions and answers to elicit information and give a feedback to students.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	WHAT IS A CELL: reading comprehension
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35'	Understanding what a cell is and what are the parts of a cell: cytoplasm, membrane and nucleus	T gives a worksheet (Att. 6) with a text to read to the students Ss read the text about what is a cell and the parts of it and do a reading comprehension to check in 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</p> <ul style="list-style-type: none"> • animal and plant cell • microscope • unicellular vs multicellular • main parts of a cell (membrane, nucleus, cytoplasm, cell wall) <p>Communicative structures</p> <p>What is it? It is ... What is the correct option? It is ...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Att.6 Lazzara - Trotter M2.pdf • Worksheet (Att. 6) • copybook 	Teacher's observations
L	S	R	W								

2	15'	Understanding what a cell is and what are the parts of a cell: cytoplasm, membrane and nucleus	T checks in plenary	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> • animal and plant cell • microscope • unicellular vs multicellular • main parts of a cell (membrane, nucleus, cytoplasm, cell wall) <p>Communicative structures</p> <p>What is it? It is ... What is the correct option? It is ...</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.6 Lazzara - Trotter M2.pdf • Worksheet (Att. 6) • copybook 	Teacher's observations
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	THE PARTS OF ANIMAL AND PLANT CELL AND THEIR FUNCTIONS: video watching
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Understanding what a cell is and what are the parts of a cell: cytoplasm, membrane and nucleus	T recalls key concepts of the previous lesson and invite a student to draw and describe the different parts of an animal and a plant cell on 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 main parts of a cell (membrane, nucleus, cytoplasm, cell wall)</p> <p>Communicative structures This is There is / are.... Simple sentences to describe a picture.</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	Teacher's observations
L	S	R	W								

2	30'	<ul style="list-style-type: none"> Identifying the parts of a cell: cytoplasm, membrane and nucleus Knowing that there are some organelles in the animal and plant cells and their functions Distinguishing organelles of an animal cell and of a plant cell 	<p>T. gives to the students a worksheet with strips (Att. 7) of the names of the cell organelles and of their functions T invites the students to watch a video about the organelles and their functions and invite them to write on copybook the keywords Ss watch the video and write on the copybook keywords T helps students to understand the keywords and invite them to watch again the video and try to match each organelle with its functions</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> names of the main organelles (nucleus, ribosome, vacuole, mitochondria, golgi apparatus, chloroplast) their functions (storehouse, post office, tiny factories, cellular highway, brain) <p>Communicative structures</p> <p>What did you see/write/understand of the video? What is? What is its function? What does it do?</p>	<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.7 Lazzara - Trotter M2.pdf o Projector o Video link o Worksheet with strips (Att. 7) o copybook 	Teacher's observations
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3	10'	<ul style="list-style-type: none"> Identifying the parts of a cell: cytoplasm, membrane and nucleus Knowing that there are some organelles in the animal and plant cells and their functions Distinguishing organelles of an animal cell and of a plant cell 	Ss check in pairs T checks in plenary	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> names of the main organelles (nucleus, ribosome, vacuole, mitochondria, golgi apparatus, chloroplast) their functions (storehouse, post office, tiny factories, cellular highway, brain) <p>Communicative structures</p> <p>What did you see/write/understand of the video? What is? What is its function? What does it do?</p>	<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"> Att.7 Lazzara - Trotter M2.pdf Worksheet with strips (Att. 7) copybook 	T's check
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CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	CELL MODELS CONSTRUCTIONS (I): activity in groups
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	<ul style="list-style-type: none"> Identifying the parts of a cell: cytoplasm, membrane and nucleus Knowing that there are some organelles in the animal and plant cells and their functions Distinguishing organelles of an animal cell and of a plant cell 	T recalls concepts about organelles and their functions. Write on the blackboard the names of the organelles and their functions and asks the students to match them Ss answer the questions	<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> <ul style="list-style-type: none"> names of the main organelles (nucleus, ribosome, vacuole, mitochondria, golgi apparatus, chloroplast) their functions (storehouse, post office, tiny factories, cellular highway, brain) <p>Communicative structures</p> <p>What is? What is its function? What does it do?</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	Oral questions and answers to elicit information and give a feedback to students.
L	S	R	W								

2	40'	<ul style="list-style-type: none"> • Reproducing the animal cell and plant cell and their organelles with plasticine Life skills: <ul style="list-style-type: none"> • communication in foreign languages • social and civic competences • learning to learn 	<p>T. splits the class into groups of four students and give the materials and a worksheet with the instructions to build up a model of an animal and a plant cell with all the organelles Then Ss have to label the organelles with the post-it and toothpicks</p>	<p>Skills</p> <table border="1" data-bbox="1151 165 1491 213"> <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"> • words related to material used (plasticine, toothpicks, post-it, ...) • names of the main organelles <p>Communicative structures</p> <p>Cut/model/create/take (imperative forms to organize the activity in group)</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • Att.9c Lazzara - Trotter M2.pdf • Att.8 Lazzara - Trotter M2.pdf <p>o Worksheet (Att. 8)</p> <p>o plasticine</p> <p>o post-it</p> <p>o toothpicks</p> <p>o teacher's rubric (Att.9c)</p>	<p>Teacher's observations with rubric</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	CELL MODELS CONSTRUCTIONS (II): activity in groups
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	<ul style="list-style-type: none"> Reproducing the animal cell and plant cell and their organelles with plasticine Life skills: <ul style="list-style-type: none"> communication in foreign languages social and civic competences learning to learn 	T. splits the class into groups of four students and give the materials and a worksheet with the instructions to build up the models and the organelles Ss work on their models, label the organelles with the post-it and toothpicks	<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> <ul style="list-style-type: none"> words related to material used (plasticine, toothpicks, post-it, ...) names of the main organelles <p>Communicative structures</p> <p>Cut/model/create/take (imperative forms to organize the activity in group)</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"> Att.9c Lazzara - Trotter M2.pdf Att.8 Lazzara - Trotter M2.pdf <p>o Worksheet (Att. 8)</p> <p>o plasticine</p> <p>o post-it</p> <p>o toothpicks</p> <p>o teacher's rubric (Att.9c)</p>	Teacher's observations with rubric
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	CELL MODELS PRESENTATION: oral presentation with peer evaluation		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50'	<p>Illustrating the cell models built and describing the colors used to build the different organelles and their functions</p>	<p>T gives the students a sheet (Att. 9a) as scaffolding to help them to remember the outline to follow during the presentation of the cell models. T explains to the students the evaluation criteria for the oral presentation (Att. 9c) and gives them the peer evaluation rubric with criteria to assess the work of classmates and their oral presentation. (Att. 9b) Ss present the cell models to their classmates T. evaluates the oral presentation and gives feedback</p>	<p>Skills</p> <table border="1" data-bbox="1151 165 1491 210"> <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"> names of the main organelles (nucleus, ribosome, vacuole, mitochondria, golgi apparatus, chloroplast) their functions (storehouse, post office, tiny factories, cellular highway, brain) <p>Communicative structures</p> <p>This is Its function is... Simple sentences using the simple present to present the cell models.</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.9c Lazzara - Trotter M2.pdf Att.9b Lazzara - Trotter M2.pdf Att.9a Lazzara - Trotter M2.pdf Cell models • Sheet with scaffolding for oral presentation (Att. 9a) • Cell models teacher rubric (Att. 9c) • Peer evaluation rubric for models and oral presentation (Att. 9b) 	<p>Oral questions and answers to elicit information and give a feedback to students. T's observation with rubric.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	FINAL TEST and SELF EVALUATION QUESTIONNAIRE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	- Classifying into living and non-living things - Drawing the different steps of the life cycle of an animal or a plant, labelling and describing them. - Drawing an animal or plant cell and labelling the three main parts of the cell. - Matching the organelles with their function.	T hands out the final text and the self evaluation questionnaire and read the instructions.	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.10 Lazzara - Trotter M2.pdf Final test and questionnaire (Att.10)	Summative assessment
L	S	R	W								

Key vocabulary

- bossy verbs to give instructions e.g. read, fill in the blank, draw, match,... - examples of living and non-living things (wind - people - chairs - rocks - air - trees - snakes - fungi - glass - flowers - plastic - air - girl - boy - dog - cat - castle - skyscraper) - Steps of the life cycle. - Verbs related to the life cycle (be born, eat, grow, reproduce, die) - main parts of a cell (membrane, nucleus, cytoplasm, cell wall) - names of the main organelles (nucleus, ribosome, vacuole, mitochondria, golgi apparatus, chloroplast) - their functions (storehouse, post office, tiny factories, cellular highway, brain)

				<p>Communicative structures</p> <p>- Imperative to give instructions. - Simple sentences using the simple present to describe the life cycle. - What is it? Is it a living or non-living thing? What is it made of? It is made of</p>		
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2	45'	<p>- Classifying into living and non-living things - Drawing the different steps of the life cycle of an animal or a plant, labelling and describing them. - Drawing an animal or plant cell and labelling the three main parts of the cell. - Matching the organelles with their function. Life skills: • communication in foreign languages • learning to learn</p>	<p>Ss work individually on the test then reflect on their attitude and learning process and fill in the questionnaire</p>	<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	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>• Att.10 Lazzara - Trotter M2.pdf</p> <p>Final test and self evaluation questionnaire (Att.10)</p>	<p>Summative assessment</p>
L	S	R	W								

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CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	TEST CORRECTION
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Life skills: • communication in foreign languages • 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.10 Lazzara - Trotter M2.pdf Final test (Att.10)	T's observation and check.
L	S	R	W								

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				<p>Communicative structures</p>		
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