

CLIL Module Plan

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School	IC Mezzocorona - Scuola primaria di Grumo				
School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Arte	Topic	The seasons		
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch		

Personal and social-cultural preconditions of all people involved	<p>The third class of the Primary School of Grumo is composed of 10 students: eight males and two females. In this group there are four children with non-Italian families: three of Albanian origin and one of Moroccan origin. A pupil presents Special Educational Needs and is in the process of ascertaining for a presumed Specific Learning Disorder in the local health services. Another pupil joined the class at the beginning of the school year and is having difficulty entering the group due to some family problems that affect his serenity. In the classroom there is an interactive whiteboard, very useful for the learning motivation. The group appears bright and exuberant and all the children have been able to establish good relations both among themselves and with the teachers. The pupils are generally interested, collaborative and available and work profitably in all the various school activities, both compulsory and optional school subjects. The pupils' level of learning is substantially homogeneous. Only the pupil who is under observation needs to be guided in individual work. In the regular school curriculum the pupils started the study of German from the first class eight times a week , 50-minute lessons, of which two in German as language and five subject interventions (music, art, gym, geography and science) in which German was used as a vehicular language using the CLIL methodology. From this school year the study of English began with a language intervention three times a week and one weekly lesson (art) in which English is used as a vehicular language with the CLIL methodology. These lessons are carried out by the main class teacher, of English mother tongue. Being the first year in which students study English, the language level of the group is</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	TOPICS • Primary colours • Secondary colours • Tertiary colours • Warm/ cool colours • Shapes and lines Children are able to: - colour inside the outlines - cut out different shapes - use different art techniques and art objects (brushes, pencils, felt tip pen, crayons, scissors, oil pastels,...) - draw different pictures using a model	The language level of the group is

Timetable fit	© Module	Length 9 units - 22 lessons of 50 min each
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Description of teaching and learning strategies	<p>Methodological approaches: - Communicative Method - Cooperative Learning - Total Physical Response (TPR) Choices and strategies to promote interaction and communication during the lesson involving students and teachers (group work, pair work and whole class) Learning activities connected to expected learning outcomes Content and language input (flashcards, labels, speech bubbles) New technology (Interactive whiteboard, Power point presentations) Materials to support content and language scaffolding Evaluation: evaluation grid, self- assessment and informal observation. For the whole module there is an evaluation grid that the teacher could use and adapt for each unit. Each criteria is organized with a letter and a number. At the end of each unit is specified which criteria the teacher should take from the general evaluation grid in order to evaluate the children. The teacher could also give the children a self assessment grid, attached to each unit. These methods and strategies involve all the children, also pupils with special educational needs. Most of activities are arranged in pairs or in groups in order to enhance the multiple intelligences of the children and to engage students with difficulties in other subjects.</p>
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Overall Module Plan

<p>Unit: 1 AUTUMN - LANTERN Unit length: 3 lessons</p>	<p>Lesson 1 INTRODUCTION TO THE ACTIVITY</p> <p>Lesson 2 CREATING A LANTERN</p> <p>Lesson 3 THE LANTERN IS READY</p>
<p>Unit: 2 AUTUMN - DECIDUOUS TREES IN AUTUMN Unit length: 3 lessons</p>	<p>Lesson 1 LEAF PRINTS</p> <p>Lesson 2 PREPARING LEAVES AND FRUITS</p> <p>Lesson 3 DRAWING THE TREES AND PASTING LEAVES AND FRUITS</p>
<p>Unit: 3 WINTER - THE SNOWFLAKES Unit length: 2 lessons</p>	<p>Lesson 1 CREATING THE SNOWFLAKE</p> <p>Lesson 2 CREATING A WINTER LANDSCAPE</p>
<p>Unit: 4 WINTER - THE CLOWN Unit length: 2 lessons</p>	<p>Lesson 1 CREATING THE WHITE TEMPLATES</p> <p>Lesson 2 COVERING THE WHITE TEMPLATES WITH RECYCLED PAPERS AND MATERIALS</p>

Unit: 5 WINTER - DRAWING A TREE Unit length: 2 lessons	Lesson 1 HOW TO DRAW A WINTER TREE
	Lesson 2 MAKING FRAMES

Unit: 6 SPRING-THE BASKET Unit length: 3 lessons	Lesson 1 WELCOME SPRING
	Lesson 2 MAKING OUR BASKET
	Lesson 3 LET'S DECORATE OUR BASKET

Unit: 7 SPRING - VIVALDI'S SPRING Unit length: 3 lessons	Lesson 1 DRAWING THE SPRING WITH VIVALDI (PART 1.)
	Lesson 2 DRAWING THE SPRING WITH VIVALDI (PART 2.)
	Lesson 3 FINAL DISCUSSION

Unit: 8 SPRING - HUNDERTWASSER Unit length: 2 lessons	Lesson 1 WHO IS FRIEDENSREICH HUNDERTWASSER
	Lesson 2 DRAWING LIKE HUNDERTWASSER

Unit: 9 SUMMER - DECORATING A T-SHIRT Unit length: 2 lessons	Lesson 1 PAINTING THE FOUR CROWNS OF THE TREE
	Lesson 2 PAINTING THE TRUNK OF THE TREE

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	INTRODUCTION TO THE ACTIVITY
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Be able to recall the vocabulary about autumn.	The teacher reviews some simple vocabulary about autumn using the flashcards. The students are divided into two teams. The teacher shows a flashcard and asks 'What is it?'. The first team who answers, gets a point. Students should use the given language structure (It's a/an...).	<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"> • Leaf • Pumpkin • Mushroom • Tree • Squirrel • Hedgehog • Chestnut • Grape • Apple • Nut • Napkin • Glass jar • Glue • Scissors • Brush • Lantern • String • Glitter <p>Communicative structures</p> <p>What is it? It's a/an... Pay attention: They are scissors They are strings It's glue</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"> • U1_L1_ALL1.docx <p>U1_L1_ALL1: flashcards autumn vocabulary</p>	The teacher evaluates the ability to remember the vocabulary about autumn, through an informal observation. The teacher evaluates the ability to use the given language structure (It's a/an..)
L	S	R	W								

2	15 minutes	Be able to listen and understand the teacher's explanation.	<p>The teacher divides the pupils into 4 groups of 3. The teacher explains in L2 that they are going to do a lantern. She shows them an example and explains how to reproduce it using simple language structures and gestures. The teacher elicits the names of the materials previously prepared on the desks. On the desks there are: - Glue - Scissors - Napkins with autumn decorations - Brushes - One glass jar for each child - Water</p> <p>In the meanwhile, children listen to the teacher and repeat the words. The teacher makes clear that pupils should help each other to produce the lantern.</p>	<p>Skills</p> <table border="1" data-bbox="987 169 1326 212"> <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"> • Leaf • Pumpkin • Mushroom • Tree • Squirrel • Hedgehog • Chestnut • Grape • Apple • Nut • Napkin • Glass jar • Glue • Scissors • Brush • Lantern • String • Glitter <p>Communicative structures</p> <p>The children can ask the teacher: Can you repeat, please?</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"> • Napkins • Glass jar • Glue • Scissors • Brush • Water 	
L	S	R	W								

3	10 minutes	Be able to use the fine motor skills (cutting) Be able to listen to the instruction	The teacher guides the children step by step in the procedure: - Choose the autumn pictures you want to use to decorate the jar - Cut out the pictures precisely.	<p>Skills</p> <table border="1" data-bbox="987 167 1328 212"> <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"> • Leaf • Pumpkin • Mushroom • Tree • Squirrel • Hedgehog • Chestnut • Grape • Apple • Nut • Napkins • Scissors <p>Communicative structures</p> <p>The children can ask the teacher: Can you repeat, please?</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"> • Napkins • Scissors 	The teacher evaluates: - the ability of the children to cut out the pictures precisely; - the ability to follow the borderline without tearing the pictures.
L	S	R	W								

4	10 minutes	Be able to recall the autumn vocabulary and use the given language structure	Children stand up and mingle showing the picture from the napkin to a classmate, in order to ask each other: What is it? It's a... (pumpkin, mushroom...) Then they look for another partner and repeat the dialogue	<p>Skills</p> <table border="1" data-bbox="987 986 1328 1031"> <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"> • Leaf • Pumpkin • Mushroom • Tree • Squirrel • Hedgehog • Chestnut • Grape • Apple • Nut <p>Communicative structures</p> <p>What is it? It's a... (pumpkin, mushroom...)</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	Autumn pictures from the napkins	Focus on communication skills: Respond to the classmates' questions in English and practice the vocabulary
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	CREATING A LANTERN
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to recall the autumn vocabulary Be able to repeat the given communicative structure Be able to listen to the instructions and respond with a movement.	The children take their pictures from the napkins and they listen to the teacher. They stand up when they hear the word corresponding to their autumn image. When the children have experimented the game and they can repeat the communicative structure (e.g. 'Stand up leaves' / Stand up squirrel'...), the teacher chooses a child that takes her role and gives directions to the classmates.	<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"> • Leaf • Pumpkin • Mushroom • Tree • Squirrel • Hedgehog • Chestnut • Grape • Apple • Nut <p>Communicative structures</p> <p>'Stand up...'</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	Autumn pictures from the napkins	The teacher evaluates the ability to recall the autumn vocabulary and to use the given communicative structure by observing the children.
L	S	R	W								
2	40	Be able to use					The teacher				

minutes	the decoupage technique Be able to create a lantern Be able to cover all the glass jar with the pieces of coloured napkin	<p>The teacher guides the children step by step in the procedure: - Choose the colour you want to use to cover the jar - Cut into small pieces the coloured napkins. - Mix the glue together with a little water - Take the brush and glue a small part of the glass jar - Glue the small pieces of napkin one at a time - Cover the pieces with other glue - Cover all the glass jar using the same procedure (decoupage technique) The teacher shows the children posters with some useful language structures. The teacher encourages the children to use the given communicative structures: Can I have ... ? Can I borrow... ? Can you help me, please? Finished!</p>	<p>Skills</p> <table border="1" data-bbox="987 164 1328 212"> <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"> • Napkins • Glass jar • Glue • Scissors • Brush <p>Communicative structures</p> <p>Can I have ... ? Can I borrow... ? Can you help me, please? Finished!</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"> • U1_L2_ALL1.docx <p>U1_L2_ALL1: posters with language structures • Napkins • Glass jar • Glue • Scissors • Brush • Water</p>	<p>conducts an informal assessment by observing the children's behavior and learning process: - The ability to follow the procedure - The ability to help each other - The ability to use the decoupage technique - The ability to cover all the glass jar with the pieces of coloured napkin</p>
L	S	R	W							

3	5 minutes	Be able to write autumn words.	The teacher hands out a post-it (exit ticket) to each child. On this post-it they have to write down three autumn words that they remember. Before leaving the room the pupils go to the door and stick the exit ticket on it.	<p>Skills</p> <table border="1" data-bbox="987 204 1328 252"> <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"> • Leaf • Pumpkin • Mushroom • Tree • Squirrel • Hedgehog • Chestnut • Grape • Apple • Nut <p>Communicative structures</p> <p>Single autumn words</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	Post-it	The teacher evaluates the ability to write correctly autumn words.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	THE LANTERN IS READY
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Be able to read words	All the children, in turns, go to the door, take an exit ticket and read aloud the words.	<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"> • Leaf • Pumpkin • Mushroom • Tree • Squirrel • Hedgehog • Chestnut • Grape • Apple • Nut <p>Communicative structures</p> <p>Single autumn words</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	Exit tickets	The teacher evaluates the ability to read the words fluently and with the right pronunciation.
L	S	R	W								

2	30 minutes	<p>Be able to use the decoupage technique Be able to create a lantern Be able to cut out precisely the autumn picture from the napkin Be able to stick the pictures on the glass jar without tearing them Be able to recall the materials vocabulary</p>	<p>The teacher explains that the children have to add over the coloured napkin some autumn pictures. Then, she tells students how to do this: - Take the autumn pictures previously prepared - Mix the glue together with a little water - Brush the glue on the glass jar where you want to paste the picture - Glue the pictures one at a time, paying attention not to tear them - Cover the pictures with other glue - Wait until the glue is dry In the meanwhile, the teacher hands out a worksheet. The children have to read the words and draw pictures representing the materials. Then, they have to draw their lantern.</p>	<p>Skills</p> <table border="1" data-bbox="1003 165 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Napkins Glass jar Glue Scissors Brush Water</p> <p>Communicative structures Can I have ... ? Can I borrow... ? Can you help me, please? Finished!</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U1_L3_ALL1.docx</p> <p>U1_L3_ALL1: worksheet 'Let's create a lantern!' • Napkin • Glass jar • Glue • Scissors • Brush • Water</p>	<p>The teacher evaluates the ability to cut out precisely the autumn pictures from the napkins and to glue them on the glass jar without tearing them. The teacher collects the worksheets and evaluates the ability to recall the materials vocabulary.</p>
L	S	R	W								

3	10 minutes	<p>Be able to create a lantern Be able to make a ribbon Be able to remember the meaning of the given words Be able to represent words through drawings</p>	<p>If the children want, they can add a layer of glue with glitters. In case, wait until the final layer is dry. Then the teacher shows how to tie the string around the glass jar. Students have to tie the first string around the glass jar and close it. Afterwards take the second string and tie the two extremities one opposite to the other to the first string in order to form a handle. The teacher encourages the children to use the given communicative structures.</p>	<p>Skills</p> <table border="1" data-bbox="1003 165 1339 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary • String • Glitter</p> <p>Communicative structures Can I have ... ? Can I borrow... ? Can you help me, please? Finished!</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>• Lantern • Two strings • Glitter • Glue</p>	<p>The teacher evaluates both the social skills (interactions with others, behavior, active listening, showed interest, participation, engagement) and the final product considering the following aspects: - creativity - originality - accuracy - precision - final aspect The teacher collects the worksheets and evaluates the ability to read and understand the vocabulary about the materials.</p>
L	S	R	W								

4	5 minutes	Be able to use the given language structure. Be able to recall the autumn vocabulary.	The children in turns go to the blackboard and show their lantern. They present it using the given language structure: 'This is my lantern. There is/are...' (e.g. 'This is my lantern. There are two squirrels and a tree')	<p>Skills</p> <table border="1" data-bbox="1003 165 1339 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"> • Leaf • Pumpkin • Mushroom • Tree • Squirrel • Hedgehog • Chestnut • Grape • Apple • Nut <p>Communicative structures</p> <p>'This is my lantern. There is/are...' (e.g. 'This is my lantern. There are two squirrels and a tree')</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"> • U1_L3_ALL2.jpg • U1_L3_ALL3.jpg • U1_L3_ALL4.doc • U1_L3_ALL5.docx <p>U1_L3_ALL2: photo of a finished lantern U1_L3_ALL3: photo of a finished lantern U1_L3_ALL4: general evaluation grid U1_L3_ALL5: self assessment grid</p>	<p>The teacher evaluates the ability to use correctly and fluently the given language structure paying attention to the use of plural. (there is / there are)</p> <p>Learning outcomes from the general evaluation grid (U1_L3_ALL4):</p> <ul style="list-style-type: none"> • A1 • A2 • A3 • A5 • B1 • B2 • B6 • C1 • C2 • C3 • C4 • C5 <p>The teacher could also give the children a self assessment grid, attached to each unit. (U1_L3_ALL5)</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	LEAF PRINTS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to recognize the distinguishing features of deciduous trees.	Game outdoors: the teacher names the characteristics of a particular tree (white bark, yellow leaves...) and all the children run to this tree.	<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"> • Leaves • Trunk • Bark • Treetop • Fruits • Autumn colours (orange, brown, purple...) <p>Communicative structures</p> <ul style="list-style-type: none"> • Run to the tree with ... 	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	Place with different types of trees	The teacher evaluates the ability to remember the vocabulary about trees (bark, leaves, trunk, treetop...)
L	S	R	W								

2	10 minutes	<p>Be able to discover characteristics</p> <p>Be able to compare and identify native deciduous trees (beech tree, oak tree, chestnut tree, maple tree, birch tree)</p>	<p>The children are invited to observe the different trees and their characteristics (leaves, tree trunk, fruits). The teacher asks questions. The children answer. The teacher shows the trees.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1330 212"> <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"> • Leaves • Trunk • Bark • Treetop • Fruits • Autumn colours (orange, brown, purple...) <p>Communicative structures</p> <ul style="list-style-type: none"> • How is/How are the bark/the leaves... • What colour is/What colour are... • What is the shape/What are the shapes... • This is a beech tree/ an oak tree/ a chestnut tree/ a maple tree/ a birch tree. It is.../They are... 	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 		<p>The teacher evaluates the ability of the children to answer the teacher's questions using the given communicative structures and to practice vocabulary.</p>
L	S	R	W								

3	10 minutes	Be able to identify the characteristics of native deciduous trees.	The teacher hands out the flashcards of the five trees (beech tree, oak tree, chestnut tree, maple tree, birch tree) to the children and forms five groups. The children, in groups, are invited to collect anything possible lying on the ground and belonging to their tree.	<p>Skills</p> <table border="1" data-bbox="987 164 1330 212"> <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"> • Leaves • Trunk • Bark • Treetop • Fruits • Autumn colours (orange, brown, purple...) <p>Communicative structures</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"> • U2_L1_ALL1.docx <p>U2_L1_ALL1: Flashcards of the five trees (beech tree, oak tree, chestnut tree, maple tree, birch tree) Five baskets</p>	The teacher evaluates the ability of the children to identify the characteristics of native deciduous trees.
L	S	R	W								

4	20 minutes	Be able to use Art techniques in order to represent reality	<p>The teacher explains that part of the collected material will be used to make leaf or bark prints. The teacher guides the children step by step in the procedure:</p> <ul style="list-style-type: none"> Place a leaf with the bottom side facing up on the desk. Put a sheet of paper on the leaf. Rub the side of a crayon or an oil pastel on the area over the leaf. Continue until you've rubbed over the entire leaf. <p>The teacher explains the importance of respecting the leaves colours. The same procedure is used directly on the tree with the bark. The teacher observes the groups and helps in case of need.</p>	<p>Skills</p> <table border="1" data-bbox="987 167 1330 212"> <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"> Leaves Trunk Bark Crayons Oil pastels Sheet of paper <p>Communicative structures</p> <p>Place the leaf...! Put a sheet of paper on the leaf! Rub a crayon over the leaf! Can I have a yellow/brown... crayon ? Can I borrow... ? Can you help me, please? Finished!</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"> U2_L1_ALL2.jpg U2_L1_ALL3.jpg <p>U2_L1_ALL2: photo of the leaf print U2_L1_ALL3: photo of the leaf print</p> <ul style="list-style-type: none"> Crayons Oil pastels Sheet of paper Collected materials 	<p>The teacher observes if the pupils follow, step by step, all the given instructions. The teacher observes the engagement of the children while they are drawing and if they respect the colour of the leaves.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	PREPARING LEAVES AND FRUITS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to analyze and compare	The children observe at the Interactive whiteboard pictures of trees in Autumn. The teacher asks questions about the differences, the colours...	<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"> • Leaves • Trunk • Bark • Treetop • Fruits • Autumn colours (orange, brown, purple...) • Autumn fruits (apples, pears...) 	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	• IWB • Pictures	The teacher observes the children and evaluates their ability to answer her questions in English and to practice vocabulary.
L	S	R	W								

				<p>Communicative structures</p> <p>Teacher: What is the difference between the trees? What colour are the leaves? How is the bark? How are the fruits? What's this?</p> <p>Children: The leaves are yellow... The bark is... The fruits are... There are no fruits. This is a beech tree... ..</p>		
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2	20 minutes	Be able to use tints correctly	The teacher divides the class into groups. Every group will have to paint a white sheet with watercolours using the realistic tints of their leaves. To do this they will have to mix the colours until they have found the right tint. The teacher reminds the children to look at the collected material, at the leaf prints made in the previous lesson and at the pictures projected on the interactive whiteboard. They will have also to colour the fruits prepared by the teacher.	<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"> • Leaves • Fruit • Leaves prints • Fruits • Watercolours • Water • Brush • White sheets • Pencil <p>Communicative structures</p> <p>Take the brush and colour! Mix the colours!</p> <p>Can I have ... ? Can I borrow... ? Can you help me, please?</p> <p>Finished!</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"> • U2_L2_ALL1.docx <p>U2_L2_ALL1: fruits to colour • IWB • Pictures • Watercolours • White sheets</p>	The teacher evaluates: • The ability to follow the procedure • The ability to help each other • The faithfulness of the leaves tints to the original. The teacher observes the engagement of the children while they are colouring and drawing.
L	S	R	W								

3	20 minutes	Be able to cut out the leaves precisely	Each group will have to cut out their leaf prints and make templates from a cardboard. Using the templates each group will draw leaves on their painted sheet. To draw the veins they will use a pencil. Finally they will cut out the leaves and the fruits.	<p>Skills</p> <table border="1" data-bbox="1014 204 1355 252"> <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"> • Leaves • Leaves prints • Fruits • Watercolours • Pencil • Scissors • Cardboard • Templates <p>Communicative structures</p> <p>Glue the leaf on the cardboard and cut it out! Cut out the leaf prints/the fruits! Draw the veins using a pencil! I mix red and yellow... I cut out I glue... I draw the veins/the leaves... I colour the fruits. Can I have ... ? Can I borrow... ? Can you help me, please? Finished!</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"> • U2_L2_ALL2.jpg • U2_L2_ALL3.jpg • U2_L2_ALL4.jpg <p>U2_L2_ALL2: photo: cutting out the leaf U2_L2_ALL3: photo: preparing the template U2_L2_ALL4: photo: drawing the veins of the leaves</p> <ul style="list-style-type: none"> • Leaves prints • Cardboard • Painted sheets • Pencil • Scissors • Glue 	<p>The teacher evaluates:</p> <ul style="list-style-type: none"> • The ability to follow the procedure • The ability to help each other • The ability to cut out precisely the leaves. • The ability to draw the veins with accuracy. <p>The teacher observes the engagement of the children while they are cutting out and drawing.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	DRAWING THE TREES AND PASTING LEAVES AND FRUITS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to respect form and proportions	Every group draws on a paper sheet the outlines of the trees (trunk/branches)	<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"> • Paper sheet • Pencil • Tree • Trunk • Branches <p>Communicative structures</p> <p>Teacher: We will draw the outlines of the tree. How is the trunk? How are the branches? Children: The trunk is long/short/large/brown/grey... The branches are long/short/thin... Can I have ... ? Can I borrow... ? Can you help me, please? Finished!</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"> • A big white paper sheet • Pencils 	The teacher evaluates the ability to respect form and proportions.
L	S	R	W								

2	30 minutes	Be able to use tints and form correctly Be able to assemble correctly all the parts of the trees	The teacher explains that a part of the group will paint the trunk and that it is very important to use the tints as faithfully as possible (also mixing the colours if it is necessary). The other part of the group will stick the leaves and the fruits prepared in the previous activities.	<p>Skills</p> <table border="1" data-bbox="913 165 1332 212"> <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"> • Paper sheet • Coloured pencils • Tree • Trunk • Branches • Glue • Leaves • Fruits <p>Communicative structures</p> <p>I glue at the top/at the bottom/in the middle of the paper sheet</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"> • U2_L3_ALL1.jpg • U2_L3_ALL2.jpg • U2_L3_ALL3.jpg • U2_L3_ALL4.jpg • U2_L3_ALL5.jpg <p>U2_L3_ALL1: maple U2_L3_ALL2: oak U2_L3_ALL3: chestnut tree U2_L3_ALL4: birch tree U2_L3_ALL5: beech tree</p> <ul style="list-style-type: none"> • Big paper sheet • Coloured pencils • Glue • Leaves and fruits from the previous activities 	The teacher evaluates the ability to use the tints correctly-- the ability to glue the leaves and fruits correctly
L	S	R	W								

3	10 minutes	Be able to assess one's own progress	Every child is invited to fill out an evaluation grid assessing and reflecting on his/her own work.	<p>Skills</p> <table border="1" data-bbox="913 917 1332 963"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p> <p>Complete your evaluation grid!</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"> • U2_L3_ALL6.docx • U2_L3_ALL7.doc <p>U2_L3_ALL6: Evaluation grid: self-assessment</p> <p>U2_L3_ALL7: general evaluation grid: Teacher's assessment</p>	The teacher evaluates both the social skills (interactions with others, behavior, active listening, showed interest, participation, engagement) and the final product considering the following
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	CREATING THE SNOWFLAKE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to recall winter vocabulary.	The teacher reviews some simple vocabulary about winter using flashcards and the guessing game. The students are divided into two teams. Each team has a team leader. The teacher prepares the flashcards on the blackboard and asks: It is white and cold. (snowflake) It is square and it has windows.(house) It is a man made of snow. (snowman) I/You wear them on my/your hands. (gloves) I/You wear it on my/your neck. (scarf) I/You wear them on my/	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Winter vocabulary • Snow • Snowman • House • Sky • Snowy • Boots • Scarf • Hat • Jumper • Gloves • Tree • Trunk • Crown Material vocabulary • Scissors • Paper • Pencil • Ruler Art Vocabulary • Foreground (in front of) • Background (behind) • Landscape • Fold • Press • Open • Square • Rectangle • Triangle</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"> • U3_L1_ALL1.docx U3_L1_ALL1: Flashcards winter vocabulary	The teacher evaluates the ability to recall the vocabulary about winter, through an informal observation. The teacher evaluates the ability to recall the given language structure (It is I/you-my/your- in front of-behind)
L	S	R	W								

			<p>wear them on my/ your feet. (boots) I/You wear it on my/your body. (jumper)... The first team leader who runs and takes the right flashcard, gets a point. 5 points you win. Students should understand the given language structure (It's a/an...I/you wear...my/your).</p>	<p>Communicative structures It is I/you-my/your In front of behind</p>		
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2	15 minutes	Be able to listen and understand the teacher's explanation.	<p>The group remains together. The teacher explains that they are going to do a snowflake. She shows them an example and gives each child a template. She explains and shows how to fold it on the given lines and then to cut out the grey parts. The teacher elicits the names of the materials previously prepared on the desks. On the desks there are: - Template - Scissors - Plain white paper (A4) - Ruler - Pencil -</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Material vocabulary • Scissors • Paper • Pencil • Ruler Art Vocabulary • Foreground (in front of) • Background (behind) • Landscape • Fold • Press • Open • Square • Rectangle • Triangle</p> <p>Communicative structures Can you repeat, please?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL2.jpg U3_L1_ALL2: template of a snowflake • Scissors • Plain white paper • Ruler • Pencil • Coloured cardboard paper • Magazines/ newspapers/ recycled paper • Glue • Felt tip pens</p>
L	S	R	W							

		<p>Colored cardboard paper(A3) - Magazines/ newspapers/r recycled paper - Glue - Felt tip pens In the meanwhile, children listen to the teacher and repeat the words. The teacher shows step by step the procedure: - Fold on the lines - Press on the folds - Cut only the grey parts - Open the snowflake</p>				
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3	20 minutes	Be able to reinvent a personal/original (without the use of a template) snowflake in three different measures Be able to draw and cut out precisely the snowflake	The teacher asks the children to repeat the previously learned procedures and transfer the knowledge to create their own and original snowflake - Draw a square 25 X 25 cm using a ruler - Cut the square - Fold the square as previously done - Draw the lines necessary to recreate the grey sections - Cut - Repeat the procedure making other two squares (15 x 15 cm/ 10 x 10 cm)	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Material vocabulary • Scissors • Paper • Pencil • Ruler Art Vocabulary • Foreground (in front of) • Background (behind) • Landscape • Fold • Press • Open • Square • Rectangle • Triangle</p> <p>Communicative structures Can you help me, please? Finished</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"> • U3_L1_ALL3.jpg • U3_L1_ALL4.jpg <p>U3_L1_ALL3: photo: drawing the square and cutting it out U3_L1_ALL4: video • Scissors • Plain white paper • Ruler • Pencil • Colored cardboard paper • Magazines/ newspapers/ recycled paper • Glue • Felt tip pens</p>	The teacher conducts an informal assessment by observing the children’s behavior and learning process: - The ability to follow the previously learned procedure . - The ability to recall previously used words - The ability to draw and cut out precisely the snowflake
L	S	R	W								

4	5 minutes	Be able to memorize and recall words through associating meaning and pictures.	The teacher puts a set of flashcards on the blackboard. The children say the words. The teacher asks the children to close their eyes and she/he removes one of the flashcards. Children then open their eyes and name the missing flashcard.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Winter vocabulary • Snow • Snowman • House • Sky • Snowy • Boots • Scarf • Hat • Jumper • Gloves/mittons • Tree • Trunk • Crown</p> <p>Communicative structures What is missing? The ... is missing.</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	Flashcards winter vocabulary	
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	CREATING A WINTER LANDSCAPE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35 minutes	Be able to create a landscape using the materials on their desk. Be able to stick the snowflakes on the background of the cardboard. Be able to create a city landscape by cutting houses and roofs with newspapers/magazines or recycled paper Be able to glue on the foreground of the colored cardboard.	The children are divided in three groups (one group of four and the other two of three) The teacher explains that the children have to glue the snowflakes on the cardboard, leaving space between a snowflake and the other. While the snowflakes are drying on the cardboard: - the teacher tells the students to cut rectangles/squares (houses) and triangles (roofs) from newspapers/ - to	Skills <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 checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L2_ALL1.jpg • U3_L2_ALL2.jpg • U3_L2_ALL3.jpg U3_L2_ALL1: photo: gluing the snowflakes on cardboards U3_L2_ALL2: photo: cutting out shapes from magazines and gluing them on the snowflakes U3_L2_ALL3: photo: creating houses and gluing them on the snowflakes • Snowflakes • Scissors • Ruler • Pencil • Colored cardboard paper • Magazines/newspapers • Glue • Felt tip pens	
L	S	R	W								

			<p>newspapers, .. to draw with felt tip pens windows and doors - to glue the houses on the foreground</p>	<p>Key vocabulary Winter vocabulary • Snow • Snowman • House • Sky • Snowy • Boots • Scarf • Hat • Jumper • Gloves • Tree • Trunk • Crown Material vocabulary • Scissors • Paper • Pencil • Ruler Art Vocabulary Foreground (in front of) • Background (behind) • Landscape • Fold • Press • Open • Square • Rectangle • Triangle</p>		
				<p>Communicative structures Can you help me, please? Finished</p>		

2	15 minutes	Be able to remember the meaning of the given words Be able to represent the words by colouring/drawing following specific directions.	The teacher hands out the worksheet and the children have to read the directions and colour the items in the right way or draw the objects	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Art vocabulary Winter vocabulary</p>	<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"> • U3_L2_ALL4.docx • U3_L2_ALL5.jpg • U3_L2_ALL6.jpg • U3_L2_ALL7.doc • U3_L2_ALL8.docx <p>U3_L2_ALL4: Worksheet</p>	The teacher evaluates both the social skills (interactions with others, behavior, active
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in the correct position.

Communicative structures

Can you help me, please? Finished!

U3_L2_ALL5: photo of the finished work
U3_L2_ALL6: photo of the finished work
U3_L2_ALL7: general evaluation grid
U3_L2_ALL8: self assessment grid

listening, showed interest, participation, engagement) and the final product considering the following aspects: - creativity - originality - accuracy - precision - final aspect
The teacher collects the worksheets and evaluates the ability to read and understand the vocabulary about the winter/art vocabulary. Learning outcomes from the general evaluation grid (U3_L2_ALL7):
• A1 • A2 • A3 • A4 • B1

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	CREATING THE WHITE TEMPLATES
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Be able to remember the vocabulary about the parts of the face.	The teacher proposes the game 'Simon says...' to review the vocabulary about the parts of the face. For example, she says: 'Simon says: hair' and the children have to touch their hair. When the teacher doesn't say 'Simon says', but only the part of the face, children have to stand still and don't move. The teacher introduces two new words, that are 'hat' and 'bow tie', that will be parts of the clown. The teacher shows the meaning of this two new words by gestures or drawing them on the blackboard if necessary.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Face - Hair - Eyes - Ears - Nose - Mouth - Hat - Bow tie</p> <p>Communicative structures Simon says...</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		The teacher evaluates the ability to remember the vocabulary about the parts of the face, through an informal observation. The teacher evaluates the ability to use the given language structure (Simon says...)
L	S	R	W								

2	40 minutes	Be able to use creativity to create original forms.	<p>The teacher divides the pupils into 4 groups of 3. Each group has CDs, white cardboards and various pieces of recycled paper of different colours, buttons, tin foils, laces, ribbons on the desks ... The teacher explains that they are going to create a clown with cardboards and recycled materials. She shows them an example and explains how to reproduce it. The teacher guides the children step by step in the procedure: - Take one white cardboard and draw a circle using the CD. - Take another white cardboard and fold it in half on the long side of the paper. At this point the teacher explains that they are going to use the folded paper to draw symmetrical forms. - On one half of the cardboard draw half hat, half bow tie and a cloud, that will be the hair. The teacher now shows different examples of hats, bow ties and hair to the pupils.. - Cut out the shapes you have drawn.</p>	<p>Skills</p> <table border="1" data-bbox="1182 167 1518 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - CDs - white cardboards - recycled paper - buttons - tin foils - laces - ribbons</p> <p>Communicative structures Can I have ... ? Can I borrow... ? Can you help me, please? Finished!</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>- CDs - white cardboards - various pieces of recycled paper of different colours - buttons - tin foils - laces - ribbons - ...</p>	<p>The teacher conducts an informal assessment by observing the children's behavior and learning process: - The ability to follow the procedure - The ability to help each other - The ability to create original forms and not only to copy the models provided by the teacher</p>
L	S	R	W								

3	5 minutes	Be able to recall the vocabulary about the parts of the face.	The teacher resumes the first game of the lesson (Simon says), but now, a child will give directions to his/her classmates instead of the teacher. This is a Total Physical Response activity that helps to memorise the vocabulary through movement.	<p>Skills</p> <table border="1" data-bbox="1182 165 1518 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Face - Hair - Eyes - Ears - Nose - Mouth - Hat - Bow tie</p> <p>Communicative structures Simon says</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								

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	COVERING THE WHITE TEMPLATES WITH RECYCLED PAPERS AND MATERIALS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Be able to recall the vocabulary about the parts of the face.	Children are divided into two teams. The teacher indicates one part of the face and the children have to say the corresponding name as fast as possible. The team, that is faster, gets one point.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Face - Hair - Eyes - Ears - Nose - Mouth - Hat - Bow tie</p> <p>Communicative structures Single words about parts of the face</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	35 minutes	Be able to plan how to assemble the different shapes to form a clown Be able to design the clown using different materials to decorate it	From the last lesson, children should have four white forms: one circle for the face, one form for the hat, one for the bow tie and two identical forms for the hair. So they have to think about how they want to assemble the shapes to create the clown and how to decorate it. Then pupils start to put together the forms and, using the recycled materials, they decorate their clowns.	<p>Skills</p> <table border="1" data-bbox="1003 165 1344 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - CDs - white cardboards - recycled paper - buttons - tin foils - laces - ribbons</p> <p>Communicative structures Can I have ... ? Can I borrow... ? Can you help me, please? Finished!</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"> • U4_L2_ALL1.jpg <p>U4_L2_ALL1: photo: covering the white templates with recycled materials</p>	The teacher evaluates the ability to plan how to assemble the different shapes to form a clown and the ability to create the clown using different materials to decorate it.
L	S	R	W								

3	10 minutes	Be able to use the given language structures to present the clown	When all the children have finished, taking turns, they introduce their clowns using the given language structures. Then, the clowns will be pasted on a garland on the wall.	<p>Skills</p> <table border="1" data-bbox="1003 167 1344 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Parts of the face - Colours - Adjectives</p> <p>Communicative structures - My name is... - I have got brown eyes - I have got a green bow tie - I have got orange hair - I have got a big red nose - I have got a small mouth - ...</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"> • U4_L2_ALL2.jpg • U4_L2_ALL3.jpg • U4_L2_ALL4.jpg • U4_L2_ALL5.jpg • U4_L2_ALL6.doc • U4_L2_ALL7.docx <p>U4_L2_ALL2: photo of the clowns U4_L2_ALL3: photo of the clowns U4_L2_ALL4: photo of the finished clowns U4_L2_ALL5: photo of the finished clowns U4_L2_ALL6: general evaluation grid U4_L2_ALL7: self assessment grid Clown of each child</p>	<p>The teacher evaluates the ability to use the given language structures to present the clown. Learning outcomes from the general evaluation grid (U4_L2_ALL6):</p> <ul style="list-style-type: none"> • A1 • A2 • A4 • B1 • B6 • B8 • C1 • C2 • C3 • C4 • C5 <p>The teacher could also give the children a self assessment grid, attached to each unit. (U4_L2_ALL7)</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	HOW TO DRAW A WINTER TREE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to recognize the characteristics of a tree in winter.	The children are invited to observe the trees in the schoolyard. The teacher asks questions. The children 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 - Tree - Leaves - Branches - Trunk - Winter</p> <p>Communicative structures What does a tree look like in Winter? The trees are bare... There aren't leaves How is the trunk? The trunk is long/short/large... How is the bark? The bark is brown/grey... How are the branches? The branches are long/short/thin...</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		The teacher evaluates the ability to remember the vocabulary about the parts of the tree.
L	S	R	W								

2	10 minutes	Be able to know a new art technique Be able to draw a tree without leaves in winter	The children watch a video tutorial about how to draw a tree in winter. In the video there is an explanation of the procedure through images without the use of language.	<p>Skills</p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</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	- IWB - link (Video: How to draw a tree without leaves in winter)	
L	S	R	W								

3	30 minutes	Be able to respect form and proportions	<p>The teacher explains that now the children will have to draw a frame on a black cardboard using a template. After that they will draw the tree in the middle of the cardboard using white chalk. The teacher guides the children step by step in the procedure: - Take a black cardboard - Draw a frame with your pencil using the template provided by the teacher. - Watch the video tutorial and draw slowly the tree in the middle of the cardboard. The teacher stops the video when necessary. He/She gives individual on going feedback about the drawings made by the children.</p>	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Frame - Black cardboard - Pencil - Template - White chalk - Branches - Trunk - Bark - Tree</p> <p>Communicative structures - Take a black cardboard! - Draw a frame on the black cardboard! - Draw a tree using the white chalk! - I draw the trunk - Can I have the white chalk, please? - Can I borrow your pencil? - Can you help me, please? - Finished!</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"> • U5_L1_ALL1.docx • U5_L1_ALL2.jpg • U5_L1_ALL3.jpg <p>U5_L1_ALL1: template U5_L1_ALL2: photo of the frame U5_L1_ALL3: photo of the tree drawn in the middle of the cardboard - Black cardboard - White chalk - Pencil - LIM: video tutorial</p>	<p>The teacher checks if the children are following all the given instructions. He/she observes the engagement of the children while they are drawing. He/she evaluates: - the ability to follow the procedure - the ability to help each other - the ability to cut out precisely the frame - The ability to respect form and proportions</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	MAKING FRAMES
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Be able to respond to the teacher's questions in English and practice vocabulary	The children look at their pictures and the teacher asks questions. E.g. - What did you draw? - What is this? What are these? - What season is it?	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Frame - Black cardboard - Pencil - Template - White chalk - Branches - Trunk - Bark - Tree</p> <p>Communicative structures - What did you draw? - What is this? What are these? - What season is it?</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	The children's drawings	The teacher evaluates the ability to answer questions in English and practice vocabulary
L	S	R	W								

2	35 minutes	Be able to know the mosaic technique. Be able to cut out pieces of cardboard for the mosaic. Be able to use the pieces to make a mosaic frame around the picture.	The teacher explains that in this lessons they will make a frame around their picture using the mosaic technique. She /he has already prepared strips of silver and golden cardboard. He/she shows his/her picture as example and guides the children step by step: - Take a pair of scissors, a brush, a dish, and glue. - Cut the paper into small pieces to make your tiles. - The pieces should be small, about the size of your thumbnail. - You can make squares or rectangles. - Apply the glue with a paintbrush. - Start gluing the pieces of cardboard on the frame of your picture. - Work only in small sections at a time, or the glue will dry too fast. - Leave a small gap between each one.	<p>Skills</p> <table border="1" data-bbox="1003 164 1344 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - Frame - Mosaic technique - Cardboard - Scissors - Brush - Dish - Glue - Squares - Rectangles</p> <p>Communicative structures Can I have ... ? Can I borrow... ? Can you help me, please? Finished! - Take a pair of scissors, a brush, a dish, and glue - Cut the paper into small pieces! - Apply the glue! - Glue the pieces of cardboard!</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"> • U5_L1_ALL1.docx • U5_L1_ALL2.jpg • U5_L1_ALL3.jpg <p>U5_L2_ALL1: photo of the materials U5_L2_ALL2: photo of the frame U5_L2_ALL3: photo of the frame - The children's drawings - Cardboard - Pair of scissors - Brush - Dish - Glue Stick</p>	The teacher evaluates how the children cut out the pieces of cardboard and their ability to use the pieces to make a mosaic frame.
L	S	R	W								

3	5 minutes	Be able to assess each other	When all the children have finished, the teacher divides the class in pairs and hands out a peer assessment rubric. Every child is invited to fill out an evaluation grid assessing	<p>Skills</p> <table border="1" data-bbox="1003 1315 1344 1362"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> • U5_L2_ALL4.docx • U5_L2_ALL5.doc • U5_L2_ALL6.docx <p>U5_L2_ALL4: peer assessment grid U5_L2_ALL5: general</p>	The teacher evaluates both the social skills (interactions with others,
L	S	R	W								

the work of his/her partner.

Communicative structures

Individual work

evaluation grid
U5_L2_ALL6: self assessment grid

behavior, active listening, showed interest, participation, engagement) and the final product considering the following aspects: - creativity - originality - accuracy - precision - final aspect Learning outcomes from the general evaluation grid (U5_L2_ALL5):
- A1 - A2 - A4
- B1 - B2 - B5
- B6 - C1 - C2
- C3 - C4 - C5
The teacher could also give the children a self assessment grid, attached to each unit.
(U5_L2_ALL6)

CLIL Lesson Plan

Unit number	6	Lesson number	1	Title	WELCOME SPRING
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 minutes	Be able to listen to a song and indentify the spring words Be able to match the pictures to the corresponding words	The teacher shows the video of the song 'Spring is here' until the minute 1.15. The first time the children have just to listen to the song; whereas during the second listening they have to memorize as many spring words as possible. At the end of the second listening, the teacher writes the word 'spring' on the blackboard and asks the children: 'Do you remember some spring words?'. The teacher writes the words that the children have memorized. If necessary, the teacher helps the pupils to remember all the words they heard in the song. Then, the children take turns to come to the blackboard and put the right spring flashcard next to the corresponding word.	<p>Skills</p> <table border="1" data-bbox="1014 164 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rainbow Birds Sun Butterflies Bees Wind Spring Cherry trees Frogs Flowers</p> <p>Communicative structures I can remember...</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"> • U6_L1_ALL1.docx <p>U6_L1_ALL1: Spring flashcards Song 'Spring is here' link</p>	The teacher evaluates the ability to identify the spring words in a song using an informal observation.
L	S	R	W								

2	25 minutes	Be able to represent a word through a drawing Be able to write a simple sentence using the given language structure Be able to use all the space of the blank sheet to draw the picture Be able to colour a picture without leaving white spaces.	Every child now chooses one spring word and draws it on a blank sheet. The teacher recommends to use all the space of the blank sheet to draw the picture and to colour without leaving white spaces. Then they write a sentence using the given language structure: I have got a sun. I have got flowers. The teacher says to pay attention to the indefinite article 'a/an' and to the plural form.	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rainbow Birds Sun Butterflies Bees Wind Spring Cherry trees Frogs Flowers</p> <p>Communicative structures I have got a/an... I have got...</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	Blank sheets of paper	The teacher evaluates the ability to use all the space of the blank sheet to draw the picture and to colour it without leaving white spaces.
L	S	R	W								

3	5 minutes	Be able to present to the class the drawing using the given language structure.	The children take turns to come to the blackboard and present their drawing using the given language structure. Pupils: 'What have you got?' Child at the blackboard: 'I have got... / I have got a/an...'	<p>Skills</p> <table border="1" data-bbox="1014 164 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rainbow Birds Sun Butterflies Bees Wind Spring Cherry trees Frogs Flowers</p> <p>Communicative structures What have you got? I have got a/an... I have got...</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		The teacher evaluates the ability to present the drawing using the given language structure.
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	2	Title	MAKING OUR BASKET
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to recall the spring words singing the song 'Spring is here' Be able to raise the drawing in the right moment	Each child has got his/her own drawing from the previous lesson on the desk. The pupils listen to the song and have to raise their drawing when they hear the corresponding word.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rainbow Birds Sun Butterflies Bees Wind Spring Cherry trees Frogs Flowers</p> <p>Communicative structures</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	Song 'Spring is here' link Drawing from the previous lesson	The teacher observes children during the listening activity and evaluates the ability to raise the drawing at the right moment
L	S	R	W								

2	30 minutes	Be able to cut out the shape following the outlines Be able to draw the outline of a shape using a template	The teacher shows to the children a basket made of felt that they are going to reproduce. Each child comes to the blackboard in turn and the teacher asks: What colour do you like? And the child answers: I like... (colour). The teacher gives the child a sheet of felt of the chosen colour. The teacher explains the procedure step by step: - Cut out the template and draw its outline on a piece of felt. - Cut out the basket from the felt paying attention to follow the outline. - Cut eight slots as shown on the template.	<p>Skills</p> <table border="1" data-bbox="1039 165 1379 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Template Scissors Felt sheets in different colours Basket Felt tip pens</p> <p>Communicative structures Can you help me? Teacher: What colour do you like? Child: I like...(colour)</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"> • U6_L2_ALL1.jpg • U6_L2_ALL2.jpg <p>U6_L2_ALL1: Template of the shape of the basket U6_L2_ALL2: photo template of the shape of the basket Pieces of felt (different colours)</p>	The teacher evaluates the ability to cut out the shape following the outlines and to draw the outline of a shape using a template.
L	S	R	W								

3	10 minutes	Be able to assemble the basket in the right way. Be able to use the given language structure	The teacher shows how to assemble the basket interlocking the four sides in the slots without using glue. When they have assembled their basket, they mingle around the class and ask to their classmates: Child 1: 'What colour is your basket?' Child 2: 'My basket is ... (colour)'	<p>Skills</p> <table border="1" data-bbox="1039 999 1379 1043"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Colours Basket</p> <p>Communicative structures 'What colour is your basket?' 'My basket is ... (colour)'</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	Baskets	Using an informal observation the teacher evaluates the ability to assemble the basket in the right way and to use the given language structure.
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	3	Title	LET'S DECORATE OUR BASKET
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to use the given language structure Be able to recall the spring words	The children sit in a circle and each child has got one of the spring images used in the first lesson. There must be at least two copies of each image (it depends on the number of the children in class). The teacher says one spring word and the children that have the corresponding image stand up and change place. When the children have experienced the game and the language structure, they take the role of the teacher in turns.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rainbow Birds Sun Butterflies Bees Wind Spring Cherry trees Frogs Flowers</p> <p>Communicative structures Stand up... (birds) Stand up... (rainbows)</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	Spring flashcards	The teacher evaluates the ability to listen to the instruction and stand up when requested.
L	S	R	W								

2	30 minutes	<p>Be able to use the given language structure</p> <p>Be able to cut the shape out following the outlines</p> <p>Be able to draw the outline of a shape using a template</p>	<p>The teacher shows the children some baskets decorated in different ways. The teacher explains the procedure step by step: - Choose four templates to use (flower / bee / butterfly...) - Each child comes to the blackboard in turn and the teacher asks: What colours do you like? And the child answers: I like...(4 colours - one for each template).The teacher gives the child four sheets of felt of the chosen colours. - Cut the templates out and draw their outlines on the felts. - Cut the decorations out paying attention to follow the outline - Glue the decorations on the basket using glue.</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1344 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Colours Decorations Rainbow Birds Sun Butterflies Bees Wind Spring Cherry trees Frogs Flowers</p> <p>Communicative structures Teacher: What colours do you like? Child: I like...(colours)</p>	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>• U6_L3_ALL1.docx</p> <p>U6_L3_ALL1: templates of spring elements Sheets of felt (different colours) Scissors Glue Felt tip pens</p>	<p>The teacher evaluates: - the ability to cut out the shape following the outlines -the ability to draw the outline of a shape using a template and to use the given language structure.</p>
L	S	R	W								

3	10 minutes	Be able to use the given language structure	In the end each child presents his/her basket and describes it to the class using some language structures. 'My basket is... (colour) It has got ...(a red flower) It has got ...(an orange butterfly) It has got ...(two birds)'	<p>Skills</p> <table border="1" data-bbox="1003 167 1344 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Colours Rainbow Birds Sun Butterflies Bees Wind Spring Cherry trees Frogs Flowers</p> <p>Communicative structures 'My basket is... (colour) It has got ...(a red flower) It has got ...(an orange butterfly) It has got ...(two birds)'</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"> • U6_L3_ALL2.jpg • U6_L3_ALL3.jpg • U6_L3_ALL4.doc • U6_L3_ALL5.docx <p>U6_L3_ALL2: photo of a finished basket U6_L3_ALL3: photo of a finished basket U6_L3_ALL4: general evaluation grid U6_L3_ALL5: self assessment grid Baskets</p>	<p>The teacher evaluates the ability to present the basket to the class using the given language structures. Learning outcomes from the general evaluation grid (U6_L3_ALL4):</p> <ul style="list-style-type: none"> • A1 • A2 • A4 • B1 <p>The teacher could also give the children a self assessment grid, attached to each unit. (U6_L3_ALL5)</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	7	Lesson number	1	Title	DRAWING THE SPRING WITH VIVALDI (PART 1.)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Be able to recall the vocabulary about spring	The aim of this activity is to recall some spring vocabulary that the children have already learned during the English lessons. The teacher puts on the walls some labels with spring words. She divides the children into pairs and she gives each pair a worksheet with pictures of the words on the walls. The children have to choose the role: one child is the writer and the other one the runner. Each pair has to write all the words correctly as quickly as possible. The runner has to stand up, he/she goes to one word, reads and memorizes it, goes back to the partner and dictates the word	<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"> • Daffodil • Snowdrop • Tulip • Ladybird • Grass • Bee • Bird • Butterfly • Sun <p>Communicative structures</p> <p>'Picture number 1 is daffodil.' 'Yes, it is.' / 'No, picture number 1 is ladybird'</p>	L	S	R	W	<input checked="" 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"> • U7_L1_ALL1.docx • U7_L1_ALL2.docx <p>U7_L1_ALL1: worksheet spring words U7_L1_ALL2: labels with spring words</p>	The children correct themselves comparing their worksheets and using the given language structures (peer assessment). In the meanwhile the teacher goes around the classroom and listens to the children speaking and comparing their
L	S	R	W								

			<p>and dictates the word, spelling it if necessary. The writer has to write the word correctly near the corresponding picture. Then the children compare their answers with another pair. They should use the given structure: Pair 1: 'Picture number 1 is daffodil.' Pair 2: 'Yes, it is / 'No, picture number 1 is ladybird' At the end of the activity, the children correct the worksheet with the teacher.</p>			<p>then answers. In this way the teacher conducts an informal assessment useful for an immediate feedback for the pupils.</p>
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2	15 minutes	Be able to listen to a song and think about a shape and a colour that the music inspires.	<p>The teacher explains to the children that they are going to listen to a famous symphony written by Vivaldi: 'Spring'. During the listening they have to close their eyes and to think about a shape and a colour that the music inspires them. Since the symphony is divided into three parts, the teacher stops the music at the end of the first part. The other two parts will be listened to during the next lessons. Second listening: The children listen to the music again and draw a picture using the shape and</p>	<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 shapes (triangle, rectangle, square, circle) Colours <p>Communicative structures</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"> U7_L1_ALL3.jpg U7_L1_ALL4.jpg U7_L1_ALL5.jpg U7_L1_ALL6.jpg U7_L1_ALL7.jpg U7_L1_ALL8.jpg U7_L1_ALL9.jpg U7_L1_ALL10.jpg U7_L1_ALL11.jpg U7_L1_ALL12.jpg U7_L1_ALL13.jpg U7_L1_ALL14.jpg <p>U7_L1_ALL3: photo of a drawing U7_L1_ALL4: photo of a drawing U7_L1_ALL5: photo of a drawing</p>	The teacher observes the children during the listening and the art process.
L	S	R	W								

the colour that they have thought during the first listening.

U7_L1_ALL6: photo of a drawing
U7_L1_ALL7: photo of a drawing
U7_L1_ALL8: photo of a drawing
U7_L1_ALL9: photo of a drawing
U7_L1_ALL10: photo of a drawing
U7_L1_ALL11: photo of a drawing
U7_L1_ALL12: photo of a drawing
U7_L1_ALL13: photo of a drawing
U7_L1_ALL14: photo of a drawing o Loud speaker o Vivaldi's spring symphony o One blank sheet for each child

3	5 minutes	Be able to recall and link the spring words with the symphony. Be able to use the given language structure	The teacher asks the children which spring words they would associate with the Vivaldi's symphony using the given language structure: 'What do you think about...?' 'I think about daffodil and sun' In this way children repeat the spring words and link them with the listening activity.	<p>Skills</p> <table border="1" data-bbox="1014 165 1352 212"> <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"> • Daffodil • Snowdrop • Tulip • Ladybird • Grass • Bee • Bird • Butterfly • Sun <p>Communicative structures</p> <p>'What do you think about...?' 'I think about daffodil and sun'</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		The teacher evaluates the ability to recall and link the spring words with the symphony and to use the given language structure
L	S	R	W								

CLIL Lesson Plan

Unit number	7	Lesson number	2	Title	DRAWING THE SPRING WITH VIVALDI (PART 2.)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to recall the names of the shapes and the colours used in the previous lesson.	The children, taking turns, repeat the shapes and the colours used for the drawing during the previous lesson. 'I have got red circles I have got a red circle ...' They should also mime the shapes with their body or hands.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Shapes and colours Communicative structures I have got red circles I have got a red circle ...	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		The teacher evaluates the ability to recall the names of the shapes and the colours used in the previous lesson.
L	S	R	W								
2	30 minutes	Be able to listen to a song and think about a shape and a colour that the music inspires.	In the same way as in the first lesson, the teacher invites the children to listen to the second and then to the third part of the Vivaldi's symphony. So, they first listen to the music and then they draw on separate sheets a picture for the second and for the third part using a shape and a colour that the music inspires them.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Shapes and colours Communicative structures	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	o Two blank sheets for each child o Loud speaker o Vivaldi's spring symphony	The teacher observes the children during the listening and the art process.
L	S	R	W								

3	10 minutes	Be aware of the shapes and colours used by the classmates Be able to listen to the teacher and to understand the instructions.	The teacher conducts a survey asking the children what shapes and what colours they have used for each part of the symphony. 'Have you got red shapes? Have you got circles? ...' The children have to raise their hands when the teacher names the shape they have used. (This procedure will be repeated for the three parts of the song, for the shapes and the colours)	<p>Skills</p> <table border="1" data-bbox="1189 204 1532 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Shapes and colours</p> <p>Communicative structures 'Have you got red shapes? Have you got circles? ...'</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	The teacher evaluates the ability to listen to the teacher and to understand the instructions.
L	S	R	W							

CLIL Lesson Plan

Unit number	7	Lesson number	3	Title	FINAL DISCUSSION
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Be able to recall the name of the shape and the colour used	The children listen to the whole Vivaldi's symphony and look at their drawings thinking about the colours and shapes they have used.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Shapes and colours</p> <p>Communicative structures</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	o Loud speaker o Vivaldi's spring symphony	
L	S	R	W								

2	30 minutes	Be able to compare and classify their drawing based on the shapes and the colours used.	The teacher explains to the children that they have to stand up and to walk around the classroom in order to find other children who have used the same shape. The children should use the given language structure: 'Have you got a triangle?' 'Yes, I have' 'No, I haven't' When they have found the children with the same shape they form a group and they will use the same language structure to form smaller groups according to the colours.	<p>Skills</p> <table border="1" data-bbox="1149 167 1489 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Shapes and colours</p> <p>Communicative structures 'Have you got a triangle?' 'Yes, I have' 'No, I haven't' 'Have you got red?' 'Yes, I have' 'No, I haven't'</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	o drawings	The teacher evaluates both the social skills (interactions with others, behavior, active listening, showed interest, participation, engagement) and the final products considering the following aspects: - creativity - originality - accuracy - precision - final aspect - use of the colour
L	S	R	W								

3	10 minutes	Be aware that music can transmit different emotions that could be represented with different shapes and colours. Be able to write correctly spring words.	The teacher conducts a collective discussion emphasizing that all the children have used different shapes and colours. She also underlines that there are no right or wrong answers but everybody associates the music with a precise shape and colour according to the personal experiences. Finally, the teacher invites children to observe all their artworks and to say what colours they have used. They have probably used spring colours. 'What colours have you got? I have got red I have got yellow' At the end of the activity the teacher asks the children to write on a post-it (called exit ticket) a word that represents the whole activity about Vivaldi's symphony. They could write a word that they have learned (e.g. daffodil, ladybird, triangle) or an emotion (happy, sad, good, wonderful...)	<p>Skills</p> <table border="1" data-bbox="1146 167 1491 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Shapes and colours</p> <p>Communicative structures 'What colours have you got? I have got red I have got yellow'</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	U7_L3_ALL1: general evaluation grid U7_L3_ALL2: self assessment grid	The teacher evaluates the ability to write correctly spring words. Learning outcomes from the general evaluation grid (U7_L3_ALL1): • A1 • A2 • A4 • A5 • B6 • B7 • C1 • C2 • C3 • C4 • C5 The teacher could also give the children a self assessment grid, attached to each unit. (U7_L3_ALL2)
L	S	R	W								

CLIL Lesson Plan

Unit number	8	Lesson number	1	Title	WHO IS FRIEDENSREICH HUNDERTWASSER		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30 minutes	Be able to identify the characteristics of Hundertwasser's artworks. Be able to improve observation skills	The teacher introduces the artist Friedensreich Hundertwasser through a PowerPoint: his life, his works and the characteristics of his art. The teacher stops on every slide and asks questions: • What can you see in the works of the artist? • How is the floor? Is it straight? • And the stairs? Are they straight? • Look at the shape: can you see the big spiral? How is it? • Look at the colours: how are they? • Look at the lines: are they horizontal, vertical, wavy lines? The children are invited to express their feelings, their opinions (intense colours, black lines...). Every child will be impressed by different aspects of the art of Hundertwasser. The teacher explains that this artist has his own personal view of nature.	<p>Skills</p> <table border="1" data-bbox="1025 165 1370 212"> <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"> • Identity card • Name • Place of birth • Date of birth • Style • Job • Works of art • Grass • Trees • Flowers • Curvy/straight lines • House • Floor • Stairs • Spiral <p>Communicative structures</p> <ul style="list-style-type: none"> • What can you see in the works of this artist? • How is the floor? • And the stairs? • Look at the shape: can you see the big spiral? • Look at the colours: how are they? • Look at the lines: how are they? 	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"> • U8_L1_ALL1.ppt <p>IWB U8_L1_ALL1: PowerPoint</p>	The teacher observes the children: • Are they able to understand the meaning of the questions? • Are they able to answer? • Do they take part to the conversation?
L	S	R	W								

2	20 minutes	Be able to understand work instructions	<p>The teacher explains that they will draw a spring landscape but in the style of Hundertwasser: flowers in the field. The teacher guides the children step by step in the procedure:</p> <ul style="list-style-type: none"> • Take a sheet of paper and oil crayons. • You will draw a field as background for your flowers. • First of all draw on the sheet 4/5 black wavy lines, that will delimit the different colours. • At this point you can colour each space choosing the colour you prefer. • At the end rub the colours near the black wavy lines using a paper towel, in order to create an homogeneous sfumato effect. 	<p>Skills</p> <table border="1" data-bbox="1025 204 1368 252"> <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"> • Sheet of paper • Oil crayons • Background • Field • Flowers • Wavy lines • Paper towel <p>Communicative structures</p> <p>'Could you repeat? Can I have ... ? Can I borrow... ? Can you help me, please? Finished!'</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"> • U8_L1_ALL1.ppt <p>U8_L1_ALL1: photo: drawing the background</p> <ul style="list-style-type: none"> • Sheet of paper • Oil crayons • Paper towel 	<p>The teacher conducts an informal assessment by observing the children:</p> <ul style="list-style-type: none"> • Did they understand the work instructions? • Are they able to follow the procedure? • Do they help each other?
L	S	R	W								

CLIL Lesson Plan

Unit number	8	Lesson number	2	Title	DRAWING LIKE HUNDERTWASSER
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 minutes	Be able to recall vocabulary	<p>The teacher invites the children to notice that in Hundertwasser's vision of nature there aren't straight lines. For this reason he uses very frequently spirals. The teacher asks: "Can you think about something in nature, that has the form of a spiral? Possible answers could be the shells, the snail... Through this brainstorming the teacher motivates the children to listen and to take part to the conversation. The children are allowed to use the L1 in case of new words.</p>	<p>Skills</p> <table border="1" data-bbox="972 165 1314 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Spirals Shells Nails ...</p> <p>Communicative structures</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		<p>The teacher observes the children: • Do they take part to the brainstorming?</p>
L	S	R	W								

2	30 minutes	Be able to listen and understand the teacher's explanation.	<p>The teacher explains, that now they will draw the flowers in the field they have coloured in the previous lesson and that they will imitate the style of</p>	<p>Skills</p> <table border="1" data-bbox="972 1236 1314 1284"> <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"> • U8_L2_ALL1.jpg • U8_L2_ALL2.jpg • U8_L2_ALL3.jpg • U8_L2_ALL4.jpg • U8_L2_ALL5.jpg • U8_L2_ALL6.jpg • U8_L2_ALL7.jpg <p>U8_L2_ALL1: photo: a</p>	<p>The teacher conducts an informal assessment and evaluates:</p> <ul style="list-style-type: none"> • the ability to follow the procedure • the ability to
L	S	R	W								

Hundertwasser. The teacher guides the children step by step in the procedure:

- Take a sheet of paper and oil crayons
- Draw one or more circles with different concentric colours (like a spiral)
- Take your scissors and cut out the flowers
- Glue them in the field you have prepared in the previous lesson
- Now colour the stem using the black colour

The teacher explains that Hundertwasser uses very frequently strong colours in his works. She asks the children:

- Which colours have you used in your works?

Are they warm colours or cool colours? Primary colours or secondary colours? In turn the children come to the blackboard and describe their pictures.

Key vocabulary

• Sheet of paper • Oil crayons • Background • Field • Flowers • Wavy lines • Scissors • Glue • Paper towel

Communicative structures

'Could you repeat? Can I have ... ? Can I borrow... ? Can you help me, please? Finished! Cut out! Glue!'

child's drawing
U8_L2_ALL2: photo: a child's drawing
U8_L2_ALL3: photo: a child's drawing
U8_L2_ALL4: photo: a child's drawing
U8_L2_ALL5: photo: a child's drawing
U8_L2_ALL6: photo: a child's drawing
U8_L2_ALL7: photo: a child's drawing • Sheet of paper • Oil crayons • Scissors • Glue

cut out the flowers precisely • the ability to help each other

3	10 minutes	Be able to recall the names of colours. Be able to recall the characteristics of colours: primary colours, secondary colours, warm colours, cool colours.	The teacher explains that Hundertwasser uses very frequently strong colours in his works. She asks the children: • Which colours have you used in your works? Are they warm colours or cool colours? Primary colours or secondary colours? In turn the children come to the blackboard and describe their pictures	<p>Skills</p> <table border="1" data-bbox="972 165 1317 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Colours</p> <p>Communicative structures My colours are... They are cool colours/warm colours...</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"> • U8_L2_ALL8.jpg • U8_L2_ALL9.doc • U8_L2_ALL10.docx <p>U8_L2_ALL8: photo: children's drawings U8_L2_ALL9: general evaluation grid U8_L2_ALL10: self assessment grid The children's works</p>	<p>The teacher observes the children:</p> <ul style="list-style-type: none"> • Can they name the colours? • Can they describe the colours they have used? • Can they recognize the cool and the warm colours? • Can they recognize the primary and secondary colours? <p>Learning outcomes from the general evaluation grid (U8_L2_ALL9):</p> <ul style="list-style-type: none"> • A1 • A2 • A4 • B1 • B3 • B4 • C1 <p>The teacher could also give the children a self assessment grid, attached to each unit. (U8_L2_ALL10)</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	9	Lesson number	1	Title	PAINTING THE FOUR CROWNS OF THE TREE		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 minutes	Be able to recall the vocabulary about the four seasons. Be able to use the given language structure	The teacher shows some flashcards and introduces summer vocabulary. The children have to listen to the teacher and to repeat the new words. Then the teacher hands out to each child a flashcard with a picture representing a season. She uses the flashcards of the previous units and also the new flashcards. The children have to walk around the class, find classmates that have pictures of the same season and form four groups (winter, summer, spring, autumn). They have to use the given language structure. 'What have you got? I have got (a lantern) and I am (autumn). And you?'	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the words of the previous units. +Summer vocabulary: sea, beach umbrella, shell, shorts, sandals, sunglasses.</p> <p>Communicative structures 'What have you got? I have got (a lantern) and I am (autumn). And you?'</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"> • U9_L1_ALL1.doc <p>U9_L1_ALL1: summer flashcards + Flashcards taken from the previous unit</p>	The teacher evaluates the ability to use the given language structure and the engagement.
L	S	R	W								

2	10 minutes	Be able to match the flashcard with the right colour and season Be able to use the given language structure	In each angle of the classroom there is one different coloured poster (green, yellow, orange and light blue). Each group has to decide what colour they belong to and glue their pictures on the corresponding poster. One at a time the groups present themselves using the given structure. "We are autumn, we are orange and we have got a lantern, leaves ..."	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the words of the previous units. +Summer vocabulary: sea, beach umbrella, shell, shorts, sandals, sunglasses. Colours: green, yellow, orange and light blue.</p> <p>Communicative structures "We are autumn, we are orange and we have got a lantern, leaves ..."</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	Four coloured posters (green, yellow, orange and light blue). Flashcards	The teacher evaluates the ability to use the given language structure and to match the flashcards with the right colour and season.
L	S	R	W								

3	25 minutes	Be able to decorate a t-shirt following directions and paying attention to colour the four shapes without mixing the colours.	The teacher explains how to decorate the t-shirt making a practical demonstration. Children are divided into pairs. Each pair has got a template made of plastic (prepared by the teacher), sponges, a white t-shirt and cloth colours (green, yellow, orange and light blue). The template has got four holes that represent the crown of the season tree. Each child puts a cardboard inside the t-shirt: in this way the colours don't pervade the back of the t-shirt. One child takes the template and arranges it in the centre of the t-shirt. The other child helps the first one keeping the template in the right position. The first child has to colour the four holes in the right order representing the four seasons (green, yellow, orange and light blue - from left to right) using the sponges and the four colours. At the end the children change roles.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Template Sponge Cloth colours T-shirt</p> <p>Communicative structures 'Can you help me? Keep the template fixed. Don't move! I need the green, yellow ... Finished'</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"> • U9_L1_ALL2.docx • U9_L1_ALL3.jpg • U9_L1_ALL4.jpg • U9_L1_ALL5.jpg <p>U9_L1_ALL2: Template of the four crowns U9_L1_ALL3: photo: arranging the template of the crowns U9_L1_ALL4: photo: getting ready to colour the crowns U9_L1_ALL5: photo: colouring the crowns • Sponge • Cloth colours • T-shirt</p>	The teacher observes: • the ability to colour the t-shirt without mixing the colours • the ability to help each other.
L	S	R	W								

4	5 minutes	Be able to recall the vocabulary and associate the words with the right season.	Children sit in a circle and receive a flashcard representing a picture related to one of the four seasons. The teacher says a season and an action, for example: "Summer, jump" The children that have a flashcard related to the nominated season have to make the action.	<p>Skills</p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Four seasons (summer, winter, autumn, spring)</p> <p>Communicative structures "Summer, Jump" "Autumn, Sit down" ...</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	Flashcards	The teacher evaluates the ability to recall the vocabulary and to associate the words with the right season.
L	S	R	W								

CLIL Lesson Plan

Unit number	9	Lesson number	2	Title	PAINTING THE TRUNK OF THE TREE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Be able to use the given language structure.	The teacher arranges four coloured hula hoops on the floor (green, yellow, orange and light blue). Each hula hoop represents a season. She asks to each child “When is your birthday?” “My birthday is in summer” ... and the child has to go inside the right hula hoop.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The four seasons Colours Birthday</p> <p>Communicative structures “When is your birthday?” “My birthday is in summer”</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	Hola hoops	The teacher evaluates the ability to use the given language structure and the engagement.
L	S	R	W								

2	25 minutes	Be able to decorate a t-shirt following directions.	The children are divided into the same pairs as the previous lesson. One child takes the template with the trunk of the tree and arranges it in the centre of the t-shirt. The other child helps the first one keeping the template in the right position. The first child has to colour the trunk using a sponge and the brown cloth colour. At the end the children change roles.	<p>Skills</p> <table border="1" data-bbox="1003 167 1344 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Trunk Brown Template Sponge Cloth colours T-shirt</p> <p>Communicative structures 'Can you help me? Keep the template fixed. Don't move! Finished'</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"> • U9_L2_ALL1.docx • U9_L2_ALL2.jpg <p>U9_L2_ALL1: Template of the trunk U9_L2_ALL2: photo: colouring the trunk • Sponge • Brown cloth colour • T-shirt</p>	The teacher evaluates the ability to colour the trunk following directions.
L	S	R	W								

3	10 minutes	Be able to write the name in the right shape. Be able to present in front of the class the final products using the given language structure.	At the end of the activity each child writes with a cloth felt tip pen his or her name in the shape representing the season in which he or she is born. All the children take turns to present their t-shirt to the classmates using the given language structure: "I write my name in the yellow shape. My birthday is in summer".	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary The four seasons Black cloth felt tip pen T-shirt Birthday</p> <p>Communicative structures "I write my name in the yellow shape. My birthday is in summer".</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"> • U9_L2_ALL3.jpg • U9_L2_ALL4.doc • U9_L2_ALL5.docx <p>U9_L2_ALL3: photo: finished t-shirts U9_L2_ALL4: general evaluation grid U9_L2_ALL5: self assessment grid Black cloth felt tip pen T-shirt</p>	<p>The teacher evaluates the ability to present in front of the class the final products. Learning outcomes from the general evaluation grid (U9_L2_ALL4):</p> <ul style="list-style-type: none"> • A1 • A2 • A4 • B1 • B4 • C1 • C5 <p>The teacher could also give the children a self assessment grid, attached to each unit. (U9_L2_ALL5)</p>
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