CLIL Module Plan

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School Grade	Primary	Primary			O Middle			O High	
School Year	01	02		• 3		O 4		0 5	
Subject	Scienze		Top	Topic		Plants			
CLIL Language	English				O Deut	sch			

Personal and social-cultural preconditions of all people involved

There are three class III (A-B-C) at scuola primaria Rodari. They have mixed groups of students coming from different socio-cultural backgrounds. The majority of the families are local. In class III A there is a fifth of the students with migratory background (Morocco, China, Eastern Europe). There is a fourth of the learners with special needs (1 psycological area, 2 cognitive area, 2 cultural disadvantadge). The learning space is adequate and well organized. Fifty percent of the learners have high level competencies and the entire group is very motivated to learn. Non-CLIL lessons aren't generally cathedractical and students are used to easily switch to group or pair work during all the lessons (of course Clil lessons included). In class III B there is a third of the students with migratory background (Morocco, South America Eastern Europe). There is a fourth of the learners with special needs (1 psycological area, 3 cognitive area, 1 cultural disadvantadge). The learning space is adequate and extremelly well organized. More than fifty percent of the learners have high level competencies and generally speaking the group is motivated to learn. Non-CLIL lessons aren't generally too cathedractical and students are used to easily switch to group or pair work during all the lessons (of course Clil lessons included). In class III C there is almost half of the students with migratory background (Morocco, China, Eastern Europe). There is a fifth of the learners with special needs (1 psycological area, 3 cognitive area, 2 cultural disadvantadge). The learning space is adequate and well organized. Fifty percent of the learners have high level competencies and the entire group is very motivated to learn. Non-CLIL lessons are generally very cathedractical but students are getting used to easily switch to group or pair work during all the lessons. The length of every lesson is 50 minutes, and CLIL teachers have two lessons in a row once a week. There are several specific clas

Students' prior	Subject	Language
knowledge, skills, competencies	living and non living things; differences. The life cycle. Basic plants classification concepts.	Listening and Reading: associate a word to a meaning, figuring out the meaning of the sentences from known keywords, basic reading out loud. Speaking: repeating teacher's pronunciation when asked; use simple structures to interact in guided activities; Writing: write single words or a group of words. Content vocabulary related to: living and non living things, life cycle, basic plant classification English vocabulary related to: classroom BICS (everyday objects) Grammar forms and structures experience: basic knowledge of present simple and positive form, negative and interrogative forms when reading

Timetable fit ● Module Length 20 lessons (50' each)	
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stories and asking questions.

Description of teaching and learning strategies

The content of every lesson is summarized in a pre-made worksheet given to every student, which aims to be a sort of CLIL activity book. The tasks are introduced by the teacher. The studends can then read the task out loud or individually. After this introduction, completing the task is up to the students, who can call the teacher anytime for additional help. The teacher also helps students with time management, which is specified on the worksheet as well. In order to better develop critical thinking and cooperative skills, every task is designed to stimulate a constructive discussion between them after the identification of keywords / key items of a question or a performance request. Students are guided by the teacher and the elements in the worksheet in recalling their scientific pre-knowledge and applying the new information next. Groups and pairs are generally formed by the teacher paying attention to the cognitive and learning skill levels of the students, in a setting of mutual help for achieving the designed goals and developing content and cross-curricular competencies. In some occasions, groups must choose a reader or decide the turns for doing a specific part of the task; this is important to foster and encourage communication along with life skills. In the final unit students have to self and peer-assess themselves. Content specific vocabulary is introduced gradually, focusing on the concept. In addition, to scaffold that recurrent new vocabulary which is too far from its Italian counterpart (e.g. assessment), several posters have been created to provide visual support; besides that, new terms are scaffolded within the worksheet or by the teacher, using body language or doodling. Some other tasks require to watch carefully videos which support learning. Some lesson counts brief individual tasks to complete at home, in order to allow a higher students' degree of comprehension of the main introduced concepts. The teacher's assessment of every task is manage

Overall Module Plan

Unit: 1

Importance of plants

Unit length: 4 lessons (50' each)

Lesson 1

Are plants important? part I

Lesson 2

Are plants important? part II

Lesson 3

Are plants important? part III

Lesson 4

Plants are important

Unit: 2

Different Plants

Unit length: 1 lesson (50')

Lesson 1

Differences between plants and needs of the plants

Unit: 3

Parts + functions of the plants

Unit length: 3 lessons (50' each)

Lesson 1

Name the different plant parts and hypothesize their functions

Lesson 2

Investigation; function of the leaf

Lesson 3

Investigation: the perfect spot for my plant

Unit: 4

Parts + functions of the flower

Unit length: 3 lessons (50' each)

Lesson 1

Spotlight on flower parts

Lesson 2

Pollination process

Lesson 3

The flower through a magnifying lens

Photosynthesis	Photosynthesis Part I
Unit length: 3 lessons (50' each)	Lesson 2
	Photosynthesis Part II
	Lesson 3
	Photosynthesis Part III
Unit: 6	Lesson 1
Assessment (Self/Peer/Team)	How do I assess?
Unit length: 6 lessons (50' each)	Lesson 2
	Self assessment
	Lesson 3
	Self assessment
	Lesson 4
	Peer assessment
	Lesson 5
	Team work assessment
	Lesson 6

Team work assessment

Lesson 1

Unit: 5

Unit number	1	Lesson number	1	Title	Are plants important? part I
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Activity Timing Learning Outcomes Activity Procedure Language Interaction Materials	Assessment
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1	lesson (50')	LOTS tell, identify, define Compare and contrast HOTS Reason, synthesize LIFE SKILLS Effective communication Negotiation	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task itself and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (in this first lesson he won't be asked to specifically use a "vocab sentence mat". In future lessons and tasks it will be provided on consistent basis to encourage, enhance and support S. production)	Key vocabulary Plant/Plants oxygen carbon dyoxide air breathe nutrition protection production Communicative structures Plants are important because We need plants because I think that If we don't have plants we can't have	■ Whole class □ Group work ■ Pair work ■ Individual work	• U1_L1_ALL1.odt • U1_L1_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.
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 Unit number
 1
 Lesson number
 2
 Title
 Are plants important? part II

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS tell, identify HOTS Reason, creative thinking LIFE SKILLS Effective communication Listening skills Negotiation	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulate questions	Key vocabulary see vocab and sentence mat on the worksheet Communicative structures see vocab and sentence mat on the worksheet	■ Whole class □ Group work ■ Pair work ■ Individual work	• U1_L1_ALL4.odt • U1_L2_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

Unit number 1 Lesson number 3 Title Are plants important? part III

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, identify, define. Compare and contrast. HOTS Reason, synthesize, creative thinking LIFE SKILLS Effective communication Active listening Negotiation	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate - actively watches the video - formulate questions	Key vocabulary See vocab and sentence mat on the worksheet Communicative structures See vocab and sentence mat on the worksheet	■ Whole class □ Group work ■ Pair work ■ Individual work	• U1_L1_ALL4.odt • U1_L3_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

 Unit number
 1
 Lesson number
 4
 Title
 Plants are important

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, identify, define Compare and contrast HOTS Reason, creative thinking LIFE SKILLS Effective communication Listening skills Negotiation Time management	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	Key vocabulary See vocab and sentence mat on the worksheet Communicative structures See vocab and sentence mat on the worksheet	■ Whole class ■ Group work ■ Pair work ■ Individual work	• U1_L1_ALL4.odt • U1_L4_ALL1.odt	

Unit number 2 Lesson number 1 Title Differences between plants and needs of the plants

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, identify, compare and contrast rewiew HOTS Reason, suggest, suppose LIFE SKILLS Listening skills Negotiation	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given vocab sentence mat) - formulates questions	L S R W Key vocabulary See vocab and sentence mat on the worksheet Communicative structures See vocab and sentence mat on the worksheet	■ Whole class □ Group work ■ Pair work ■ Individual work	• U1_L1_ALL4.odt • U2_L1_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

Unit number 3 Lesson number 1 Title Name the different plant parts and hypothesize their functions

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, rewiew HOTS Reason, synthesize, creative thinking, suggest, decide, imagine, suppose LIFE SKILLS Effective communication, listening skills, negotiation, time management, persuasion	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat" - actively watches the video - formulates questions	Key vocabulary See vocab and sentence mat on the worksheet Communicative structures See vocab and sentence mat on the worksheet	■ Whole class ■ Group work ■ Pair work □ Individual work	• U1_L1_ALL4.odt • U3_L1_ALL1.odt	

Unit number 2 Title Investigation; function of the leaf

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, compare and contrast, rewiew HOTS Reason, synthesize, creative thinking, suggest, decide, suppose LIFE SKILLS Listening skills, negotiation, critical thinking	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions	Key vocabulary See vocab and sentence mat on the worksheet Communicative structures See vocab and sentence mat on the worksheet	■ Whole class □ Group work □ Pair work ■ Individual work	• U1_L1_ALL4.odt • U3_L2_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

Unit number 3 Lesson number 3 Title Investigation: the perfect spot for my plant

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1 1 LOTS Remember, Teacher's role: - T. **Skills** Whole • U1 L1 ALL4.odt The teacher lesson tell, name, identify, class • U3 L3 ALL1.odt facilitates assessment S R (50') define, compare comprehension of W Group for every and contrast, the main topic and work lesson is **Key vocabulary** rewiew HOTS of each specific ☐ Pair work managed by See vocab and Reason. task - after the Teacher ☐ Individual sentence mat on the synthesize, explaining the goal Assessment work worksheet creative thinking, and the task, the Grid teacher reads the suggest, decide, (U1 L1 ALL4), Communicative task and a checklist for imagine, suppose structures a summative LIFE SKILLS encourages the See vocab and Effective students to read and ongoing sentence mat on the communication. Student's role: assessment worksheet listening skills, listens to the T. about the introduction and scientific negotiation, social explanation - reads perceptiveness, competencies, critical thinking, the task - writes the language creative his/her ideas skills the and thinking/lateral shares his/her ideas life skills thinking, time with his/her developed classmate (by using during the management, the given "vocab persuasion, lesson tasks. decision making, sentence mat") problem solving formulates questions

Unit number4Lesson number1TitleSpotlight on flower parts

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, compare and contrast, rewiew HOTS Creative thinking, suggest, decide, imagine LIFE SKILLS Empathy, coordination, mentoring, effective communication, listening skills, negotiation, social perceptiveness, time management, persuasion, decision making	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions	Key vocabulary See vocab and sentence mat on the worksheet Communicative structures See vocab and sentence mat on the worksheet	□ Whole class ■ Group work ■ Pair work ■ Individual work	• U1_L1_ALL4.odt • U4_L1_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

 Unit number
 4
 Lesson number
 2
 Title
 Pollination process

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, rewiew HOTS Reason, synthesize, creative thinking, suggest, decide, imagine, suppose, hypothesize LIFE SKILLS Listening skills, critical thinking, time management	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	Key vocabulary See vocab and sentence mat on the worksheet Communicative structures See vocab and sentence mat on the worksheet	■ Whole class Group work Pair work Individual work	• U1_L1_ALL4.odt • U4_L2_ALL1.odt	

Unit number 4 Lesson number 3 Title The flower through a magnifying lens

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, rewiew HOTS Reason LIFE SKILLS Listening skills, negotiation	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions	Key vocabulary See vocab and sentence mat on the worksheet Communicative structures See vocab and sentence mat on the worksheet	■ Whole class □ Group work ■ Pair work ■ Individual work	• U1_L1_ALL4.odt • U4_L3_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

 Unit number
 5
 Lesson number
 1
 Title
 Photosynthesis Part I

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define,	Teacher's role: - T. facilitates comprehension of the	Skills L S R W	■ Whole class	• U1_L1_ALL4.odt • U5_L1_ALL1.odt	assessment for every
		compare and contrast, rewiew HOTS Reason, hypothesize, synthesize,	main topic and of each specific task - after explaining the goal and the task, the teacher reads the	Key vocabulary See vocab and sentence mat on the worksheet	e vocab and Individual work		lesson is managed by the Teacher Assessment Grid
		creative thinking, suggest, decide, imagine, suppose LIFE SKILLS Effective communication, listening skills, negotiation, critical thinking, persuasion	task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	Communicative structures See vocab and sentence mat on the worksheet			(U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies the language skills the and life skills developed during the lesson tasks.

Unit number 5 Lesson number 2 Title Photosynthesis Part II

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
	1 lesson (50')	LOTS Remember, tell, name, identify, define, rewiew	Teacher's role: - T. facilitates comprehension of the main topic and of each	Skills L S R W	■ Whole class □ Group work	• U1_L1_ALL4.odt • U5_L2_ALL1.odt	The teacher assessment for every lesson is
		HOTS Reason, hypothesize, suggest, decide, suppose LIFE	specific task - after explaining the goal and the task, the teacher reads the task	Key vocabulary See vocab and sentence mat on the worksheet	■ Pair work □ Individual work		managed by the Teacher Assessment Grid
		SKILLS listening skills, active communication, critical thinking, time management, team working	and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	Communicative structures See vocab and sentence mat on the worksheet			(U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies the language skills the and life skills developed during the lesson tasks.

Unit number 5 Lesson number 3 Title Photosynthesis Part III

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, rewiew HOTS	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and	Skills L S R W Key vocabulary	Whole classGroup workPair work	• U1_L1_ALL4.odt • U5_L3_ALL1.odt	The teacher assessment for every lesson is managed by
		Reason, synthesize, suggest,	the task, the teacher reads the task and encourages the students	See vocab and sentence mat on the worksheet	■ Individual work		the Teacher Assessment Grid
		decide LIFE SKILLS Effective listening, critical thinking, time management	to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	Communicative structures See vocab and sentence mat on the worksheet			(U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

ty Timing Learning Outcomes Activity Language Inte	raction Materials Assessment
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1	1 lesson (50')	LOTS define, compare and contrast, rewiew HOTS Reason, creative thinking, suggest, decide, imagine, suppose LIFE SKILLS Effective communication, active listening, negotiation, critical thinking, decision making, self awareness/mindfulness	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions	Key vocabulary See vocab and sentence mat on the worksheet Communicative structures See vocab and sentence mat on the worksheet	■ Whole class □ Group work ■ Pair work ■ Individual work	• U1_L1_ALL4.odt • U6_L1_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment	
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1	1 lesson (50')	LOTS identify, define, compare and contrast, rewiew HOTS Reason,	Teacher's role: - T. facilitates comprehension	Skills L S R W	■ Whole class	• U1_L1_ALL4.odt • U6_L2_ALL1.odt	The teacher assessment for every
		synthesize, decide Problem solving, critical thinking LIFE SKILLS Effective communication, active	of the main topic and of each specific task - after explaining the	Key vocabulary See vocab and sentence mat on the worksheet	work Pair work Individual work		lesson is managed by the Teacher Assessment Grid
		listening, negotiation, persuasion, decision making, Self awareness/mindfulness	goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions	Communicative structures See vocab and sentence mat on the worksheet			(U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

Unit number 6 Lesson number	3	Title	Self assessment	
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tivity Timing Learning Outcomes Activity Language Procedure	Interaction	Materials	Assessment	
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1 1 LOTS identify, define, Teacher's role: **Skills** Whole • U1_L1 ALL4.odt The teacher lesson compare and contrast, - T. facilitates class • U6 L3 ALL1.odt assessment S R (50') rewiew HOTS Reason. comprehension W ☐ Group for every synthesize, decide, of the main work lesson is **Key vocabulary** critical thinking LIFE topic and of ☐ Pair work managed by See vocab and **SKILLS Effective** each specific the Teacher ■ Individual sentence mat on the communication, active task - after Assessment work worksheet listening, critical explaining the Grid thinking, decision goal and the (U1 L1 ALL4), Communicative task, the a checklist for making, Self structures a summative awareness/mindfulness. teacher reads See vocab and presentation skills, the task and and ongoing sentence mat on the organization encourages the assessment worksheet students to about the read Student's scientific role: - listens to competencies, the language the T. introduction skills the and life skills and explanation developed reads the task during the writes his/her lesson tasks. ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions

Unit number 6 Lesson number	4	Title	Peer assessment
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Activity Timing Learning Activity Language Interaction Materials Assessing Outcomes Procedure	ssment
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1 1 LOTS define, Teacher's role: -**Skills** Whole • U1 L1 ALL4.odt The teacher lesson compare and T. facilitates class • U6 L4 ALL1.odt assessment S R (50') contrast. rewiew comprehension of W ☐ Group for every HOTS Reason. the main topic work lesson is **Key vocabulary** synthesize, creative and of each ☐ Pair work managed by See vocab and thinking, suggest, specific task the Teacher ■ Individual sentence mat on the decide, imagine, after explaining Assessment work worksheet Critical the goal and the Grid thinking/perspicacity task, the teacher (U1 L1 ALL4), Communicative reads the task a checklist for LIFE SKILLS Effective structures a summative communication. and encourages See vocab and active listening, the students to and ongoing sentence mat on the negotiation, social read Student's assessment worksheet perceptiveness, role: - listens to about the persuasion, empathy, scientific the T. introduction and equanimity, competencies, the language presentation skills, explanation reads the task skills the and mentoring, team working writes his/her life skills ideas - shares developed his/her ideas with during the his/her classmate lesson tasks. (by using the given "vocab sentence mat") formulates questions

Unit number 6 Lesson number	5	Title	Team work assessment
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Activity Timing Learning Outcomes Activity Procedure	Language	Interaction	Materials	Assessment
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1 1 LOTS identify, define, Teacher's role: **Skills** Whole • U1 L1 ALL4.odt The teacher lesson compare and contrast, - T. facilitates class • U6 L5 ALL1.odt assessment S R (50') rewiew HOTS Reason. comprehension W Group for every of the main hypothesize. work lesson is **Key vocabulary** synthesize, creative topic and of Pair work managed by See vocab and thinking, suggest, each specific the Teacher ■ Individual sentence mat on the decide, imagine, task - after Assessment work worksheet explaining the suppose, creative Grid thinking/lateral goal and the (U1 L1 ALL4), Communicative a checklist for thinking, critical task. the structures thinking/perspicacity teacher reads a summative See vocab and LIFE SKILLS Effective the task and and ongoing sentence mat on the communication, active encourages the assessment worksheet listening, negotiation, students to about the read Student's social perceptiveness, scientific time management, competencies, role: - listens to the T. persuasion, self the language awareness/mindfulness, introduction skills the and empathy, equanimity, life skills and presentation skills, explanation developed reads the task during the organization, mentoring, team writes his/her lesson tasks. ideas - shares working his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video formulates questions

Unit number 6 Lesson number	6 Title	Team work assessment	
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Activity Timing Learning Outcomes Activity Procedure	Language	Interaction	Materials	Assessment
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1 1 LOTS identify, define, Teacher's role: **Skills** Whole • U1 L1 ALL4.odt The teacher lesson compare and contrast, - T. facilitates class • U6 L6 ALL1.odt assessment S R (50') rewiew HOTS Reason. comprehension W Group for every hypothesize. of the main work lesson is **Key vocabulary** synthesize, creative topic and of ☐ Pair work managed by See vocab and thinking, suggest, each specific the Teacher ■ Individual sentence mat on the decide, imagine, task - after Assessment work worksheet suppose, problem explaining the Grid solving, creative goal and the (U1 L1 ALL4), Communicative a checklist for thinking/lateral task. the structures thinking, critical a summative teacher reads See vocab and thinking/perspicacity the task and and ongoing sentence mat on the LIFE SKILLS Effective encourages the assessment worksheet students to communication, active about the read Student's listening, negotiation, scientific social perceptiveness, competencies, role: - listens to the T. the language time management, introduction skills the and persuasion, self awareness/mindfulness, and life skills empathy, equanimity, explanation developed reads the task during the presentation skills, organization, writes his/her lesson tasks. ideas - shares mentoring, team his/her ideas working with his/her classmate (by using the given "vocab sentence mat") - formulates questions