

# CLIL Module Plan

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<b>School</b>	MARTINO MARTINI				
<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Altro - MECHANICS-MECCANICA E MACCHINE		<b>Topic</b>		3D DRAWING- MECHANICS
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The class is made up of eight students, two of whom are foreigners (mother tongues: German and Pakistani language). Some of them are motivated, others need to be stimulated in order to achieve the right level of attention. Within the group there are divisions and tensions, given by racial and social factors, so groups cannot be put together randomly; with accurate choices made by the teacher, problems can be overcome in the application of strategies of the CLIL methodology and cooperative learning especially. This year, this class has been doing CLIL modules in Mechanics, Law and Electronics. However, the average CEFR level of the class is B1. There are no Special Needs students.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Euclidean geometry previously studied in Maths and geometry (during middle school and early years of secondary school): lines, circles, arcs, intersections, parallelism, perpendicularity, simple solids, prisms, creation of solids through the extrusion and revolution of a plane surface.</p>	<p>BICS. Tenses: present simple, present continuous, past simple. Grammatical structures: zero conditional. Lexis: specific terminology related to geometry: line, intersection, circle, centre...</p>

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 20 hours of 50 minutes
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**Description of teaching and learning strategies**

The aim of this module is to introduce other students to a freeware tool of 3D modeling. Being proficient in solid geometry creation is the beginning of 3D printing. Ideally students will continue the job by adding modules in order to show how to print the geometry created. The module consists of 2 units, the first of 6 lessons, the second of 4 lessons. The lessons are of 100 minutes (2x50 minutes lessons). Jigsaw and cooperative learning, peer to peer. The learning pyramid will all be used within the module: students will be asked to read, watch and listen audiovisuals, use demonstration and discussion, practice doing and teach others, in order to put into practice Bloom's Taxonomy: remember, understand, apply, analyse, evaluate, create.

# Overall Module Plan

<p><b>Unit: 1</b> familiarization with the online tool</p> <p><b>Unit length:</b> 12h (6 lessons of 100 mins each)</p>	<p><b>Lesson 1</b> 3D modeling Familiarization 1</p> <p><b>Lesson 2</b> 3D modeling Familiarization 2</p> <p><b>Lesson 3</b> 3D modeling Familiarization 3</p> <p><b>Lesson 4</b> 3D assembly Familiarization 1</p> <p><b>Lesson 5</b> 3D assembly Familiarization 2</p> <p><b>Lesson 6</b> Drawing Contest</p>
<p><b>Unit: 2</b> creation of a glossary of all studied commands, record of small video tutorials</p> <p><b>Unit length:</b> 8h (4 lessons of 100 mins each)</p>	<p><b>Lesson 1</b> Command list</p> <p><b>Lesson 2</b> Command list</p> <p><b>Lesson 3</b> making tutorial pills</p> <p><b>Lesson 4</b> making tutorial pills 2</p>

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	3D modeling Familiarization 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	Students will learn about 3D cad and be aware, roughly, of its use.	The teacher shows examples of solids created with a 3D modeler and how they can be printed. Also a 3D printer is shown, possibly during a printing job.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> extrusion, printing, working space, protrusion, axis, geometry, lines, circles, shape, modeling software, postprocessing, slice, slicing software, layer,</p> <p><b>Communicative structures</b> simple present, zero conditional</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		no assessment in this activity
L	S	R	W								

2	10	<p>Vocab scaffolding: students will meet, use, remember and understand new key words. Content: students will understand and learn the basic use of the first functions of the drawing tool</p>	<p>The teacher divides students in pairs. T hands out a worksheet containing useful words and asks students in pairs to discuss their meanings and answer related questions. Teacher shows the first episode of a video tutorial, containing the first steps to draw a solid object and the methodology. the video will be split in three parts</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1014 169 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U1_L1_ALL1.docx video: <a href="#">link</a></p>	<p>The teacher walks around the class and listens to pairs analysing the words.</p>
L	S	R	W								

3	10	knowledge activation	<p>at this stage, T shows the first part of the video, from min 0:00 to min 4:04, during the video the students will fill the gap of a handout text given by the teacher, working in pairs. the video will be viewed two times. T shows also the rubric evaluating the group work. from now on, every time there will be a group or pair work, this rubric will be used by teacher</p>	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U1_L1_ALL2.docx</li> <li>• U1_L2_ALL5.pdf</li> </ul>	<p>T gives a feedback of the test, from now on the students' attitude to group work will be evaluated by the rubric U1_L2_ALL5</p>
L	S	R	W								

4	10		<p>T hands out a new worksheet containing useful words and asks students in pairs to discuss their meanings and answer related questions.</p>	<p><b>Skills</b></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><b>Key vocabulary</b> T hands out a new worksheet containing useful words and asks students in pairs to discuss their meanings and answer related questions.</p> <p><b>Communicative structures</b> simple present, zero conditional</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U1_L1_ALL3.docx</li> </ul>	<p>The teacher walks around the class and listens to pairs analysing the words.</p>
L	S	R	W								

5	10		<p>now, T shows the second part of the video, from min 4:04 to min 8:05, during the video the students will fill the gap of a new handout text given by the teacher, working in pairs. the video will be viewed two times</p>	<p><b>Skills</b></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><b>Key vocabulary</b>  circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b>  simple present, zero conditional</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"> <li>• U1_L1_ALL4.docx</li> </ul>	<p>T gives a feedback of the test</p>
L	S	R	W								



6	10	T hands out a new worksheet containing useful words and asks students in pairs to discuss their meanings and answer related questions.	T hands out a new worksheet containing useful words and asks students in pairs to discuss their meanings and answer related questions.	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</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"> <li>• U1_L1_ALL5.docx</li> </ul>	T helps when needed and gives feedback
L	S	R	W								

7	10		<p>now, T shows the second part of the video, from min 8:05 to the end, during the video the students will fill the gap of a new handout text given by the teacher, working in pairs. the video will be viewed two times</p>	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U1_L1_ALL6.docx</li> </ul>	<p>T gives a feedback of the test</p>
L	S	R	W								

8	15	Students will apply and understand the drawing methods shown in the videos by following the steps shown in the video tutorial	following the steps highlighted in the video, the students will draw the geometry shown Teacher monitors the activity and helps when needed	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</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	<a href="#">video link</a>	
L	S	R	W								

9	10	Students will be able to create new solids, applying the methodology just learned, receiving a feedback	The teacher asks students to create new simple solids, containing at least every feature seen up to this point, even meaningless or not responding to real solids.	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</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		Teacher monitors the activity and helps when needed. He or she takes notes and gives feedback, answers doubts
L	S	R	W								

10	5		<p>T shows to students the assessment methodology: the evaluation grids for the pair work, the grid for the materials produced by students, the grid for CLIL assessment and the final score calculations. The pair work will be assessed each lesson. From now on, it understood that T will make assessment any time, he will declare it at the beginning of the specific lesson or activity</p>	<p><b>Skills</b></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><b>Key vocabulary</b> assessment, evaluation, pair work, video comment, lesson, grid</p> <p><b>Communicative structures</b> simple present, zero conditional</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 type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U1_L2_ALL3.xlsx</li> <li>• U1_L2_ALL5.pdf</li> <li>• U1_L3_ALL2.xlsx</li> <li>• U1_L4_ALL6.xlsx</li> <li>• U1_L5_ALL1.xlsx</li> <li>• U1_L6_ALL1.xlsx</li> <li>• U2_L1_ALL3.xlsx</li> <li>• U2_L3_ALL2.docx</li> </ul>	
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	3D modeling Familiarization 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15	Students will remember and revise the concepts of the first part of the video seen in the previous lesson. They will be able to re-elaborate and transform key active sentences into passive forms.	the teacher delivers a handout with sentences taken from the script of the video, to be re-written in the passive form. At the end of the activity, the T swaps the pairs, and students share their answers in order to correct them. T projects the sentences on the digital board and gives feedback (in the document on every line there are the correct sentences written in white. To make them appear, T needs to select the text and turn it into black.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Key sentences extracted from the video.</p> <p><b>Communicative structures</b> passive form</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"> <li>• U1_L2_ALL1.docx</li> </ul>	T circulates and monitors. T checks the text produced by students and feedback
L	S	R	W								

2	30	Students will be able to use the sketch tool using constraints, dimensions and construction geometry.	T shows a second video. S will follow, step by step, the instructions shown. Teacher monitors the activity and helps when needed	<p><b>Skills</b></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><b>Key vocabulary</b> Learned lexis</p> <p><b>Communicative structures</b> Present simple, zero conditional</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	Video: <a href="#">link</a>	
L	S	R	W								

3	10		students are asked to create simple solids. They will receive a handout describing what to produce Teacher monitors the activity and helps when needed	<p><b>Skills</b></p> <table border="1" data-bbox="1014 663 1352 710"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</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"> <li>• U1_L2_ALL2.docx</li> </ul>	
L	S	R	W								

4	10	Students should now be aware how to build geometrical forms.	At the end of the activity, the T swaps the pairs, and students share their answers in order to correct them, by using an evaluation rubric. The rubric can be used to evaluate more drawings. The students will deliver feedback	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U1_L2_ALL3.xlsx</li> </ul>	Teacher monitors the activity and helps when needed. T takes notes for teacher's assessment step
L	S	R	W								



5	10		<p>students are asked to create simple solids. They will receive a handout describing a sequence of two exercises with increasing level of difficulty Teacher monitors the activity and helps when needed</p>	<p><b>Skills</b></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><b>Key vocabulary</b>  circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b>  simple present, zero conditional</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"> <li>• U1_L2_ALL4.docx</li> </ul>	
L	S	R	W								

6	10	Students should now be aware how to build geometrical forms, using tools appropriately.	At the end of the activity, the T swaps the pairs, and students share their answers in order to correct them, by using an evaluation rubric. The rubric can be used to evaluate more drawings	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</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"> <li>• U1_L2_ALL3.xlsx</li> </ul>	Teacher monitors the activity and helps when needed. T takes notes for teacher's next assessment step
L	S	R	W								

7	15	Students will be now aware of the use of an assessment shared criteria	T will give a feedback to each group and asseses the work done by each group. He or she will use the rubric used by students to evaluate solids and will evaluate the group work attitude by using the rubric U1_L2_ALL5.	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> simple present, zero conditional</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"> <li>• U1_L2_ALL5.pdf</li> </ul>	Assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	3D modeling Familiarization 3
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20	Creation of exercises: conceiving of a solid to create and description of the request by creating a text	the students are requested to create two exercises to pass on to classmates. the solids should be real as far as possible. each group has to test the exercise before pass on to other groups	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U1_L3_ALL1.docx</li> </ul>	check of the text produced by students and feedback
L	S	R	W								

2	20		<p>the students will share handouts containing the exercises. each group will do the exercises. each group will share the exercises made only with one group scaffolding by the teacher</p>	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b>  circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b>  simple present, zero conditional</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
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3	10	students will assess one another by applying a rubric	students are asked to share the solids created, with the group who has defined the exercises. each group will give a feedback on the geometry created. the attached rubric will define the criteria to evaluate both the text of the exercise and the solid created, in a cross assessment	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U1_L3_ALL2.xlsx</li> </ul>	Teacher monitors the activity and helps when needed. T takes notes for teacher's next assessment step
L	S	R	W								

4	10	Students will be now aware of the use of an assessment shared criteria	T will give a feedback to each group and asseses the work done by each group. He or she will use the rubric used by students to evaluate solids and will evaluate the group work attitude by using the rubric attached	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td><b>L</b></td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</p>	<b>L</b>	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		sommative assessment
<b>L</b>	S	R	W								

5	20	Students will be able to create new real solids and will be aware that many construction elements are defined by regulations	The teacher asks students to create new solids, by drawing real parts taken from these pages (see links below): I shape beams and T shape beams Screws and Nuts L shape beams	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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	<a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a>	Teacher monitors the activity and helps when needed
L	S	R	W								



6	20	feedback	<p>One student per each group shows the rest of the class their solids and explains the correspondence to the first task. Then the real solids are shown, according with the tables of the regulation</p>	<p><b>Skills</b></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><b>Key vocabulary</b>  circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b>  present simple, zero conditional</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		<p>Teacher takes notes and gives feedback, answers doubts</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	4	<b>Title</b>	3D assembly Familiarization 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	Students will be aware of methods to build an assembly, by following the steps shown in the tutorial	The teacher divides students in pairs. T hands out a worksheet containing useful words and asks students in pairs to discuss their meanings and answer related questions. Teacher shows the first episode of a video tutorial, containing the first steps to draw a solid object and the methodology. the video will be split in two parts	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U1_L4_ALL1.docx</li> </ul>	Teacher monitors the activity and helps when needed
L	S	R	W								

2	10		At this stage, T shows the first part of the video, from min 0:00 to min 2:23, during the video the students will fill the gap of a handout text given by the teacher, working in pairs. the video will be viewed two times	<p><b>Skills</b></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><b>Key vocabulary</b></p> <p><b>Communicative structures</b></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"> <li>• U1_L4_ALL2.docx</li> </ul> video: <a href="#">link</a>	T gives a feedback of the test
L	S	R	W								
3	10	Students will be aware of methods to build an assembly, by following the steps shown in the tutorial	T hands out a worksheet containing useful words and asks students in pairs to discuss their meanings and answer related questions. Teacher shows the first episode of a video tutorial, containing the first steps to draw a solid object and the methodology. the video will be split in two parts	<p><b>Skills</b></p> <table border="1" data-bbox="1014 625 1352 671"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>            circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b>            present simple, zero conditional</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"> <li>• U1_L4_ALL3.docx</li> </ul>	Teacher monitors the activity and helps when needed
L	S	R	W								

4	10		At this stage, T shows the first part of the video, from min 2:23 to the end, during the video the students will fill the gap of a handout text given by the teacher, working in pairs. the video will be viewed two times	<b>Skills</b> <table border="1" data-bbox="1014 204 1355 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b>  <b>Communicative structures</b>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U1_L4_ALL4.docx</li> </ul> <a href="#">link</a>	T gives a feedback of the test
L	S	R	W								

5	40	Students will be able to create an assembly, by drawing the components and putting them together	working in pairs, students will be asked to build solid elements and then assembly them, according to the attached drawing. Each pair is asked to organize themselves: each person will draw one half of the components, using the sharing functions of onshape. The students will draw at least the first four components. note that, depending on the skills of the class in reading drawings, this activity could be splitted into subactivities, drawing the pieces one by one	<b>Skills</b> <table border="1" data-bbox="1014 663 1355 711"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches  <b>Communicative structures</b> present simple, zero conditional	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"> <li>• U1_L4_ALL5.pdf</li> </ul>	Teacher monitors the activity and helps when needed, taking notes for the next step
L	S	R	W								

6	20		Teacher gives a feedback on the work made, highlighting to each group what is wrong in their models, asking to make corrections when needed.	<p><b>Skills</b></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><b>Key vocabulary</b></p> <p><b>Communicative structures</b></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"> <li>• U1_L2_ALL5.pdf</li> <li>• U1_L4_ALL6.xlsx</li> </ul>	T assesses the work made and the attitude to work in pairs using the rubrics
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	5	<b>Title</b>	3D assembly Familiarization 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50	Students will be able to create an assembly, by drawing the components and putting them together	working in pairs, students will be asked to complete the work begun in the lesson 4 by drawing the rest of the 5 components. depending on the skills fo the class in reading drawings, this activity could be spitted, drawing the pieces one by one	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U1_L4_ALL5.pdf</li> </ul>	Teacher monitors the activity and helps when needed, taking notes for the next step
L	S	R	W								

2	10		Teacher gives a feedback on the work made, highlighting to each group what is wrong in their models, asking to make corrections when needed.	<p><b>Skills</b></p> <table border="1" data-bbox="1025 165 1364 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U1_L2_ALL5.pdf</li> <li>• U1_L4_ALL6.xlsx</li> </ul>	T assesses the work made and the attitude to work in pairs using the rubrics
L	S	R	W								

3	20	Students will be able to create an assembly, by drawing the components and putting them together	working in pairs, students will be asked to complete the work, mounting them as shown in the given handout	<p><b>Skills</b></p> <table border="1" data-bbox="1025 167 1366 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U1_L4_ALL5.pdf</li> </ul>	Teacher monitors the activity and helps when needed, taking notes for the next step
L	S	R	W								



4	20		Teacher gives a feedback on the work made, highlighting to each group what is wrong in their models, asking to make corrections when needed.	<p><b>Skills</b></p> <table border="1" data-bbox="1025 167 1366 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U1_L2_ALL5.pdf</li> <li>• U1_L5_ALL1.xlsx</li> </ul>	T assesses the work made and the attitude to work in pairs using the rubrics
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	6	<b>Title</b>	Drawing Contest
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15	Students will create a 3D model, completely invented	working in pairs, the class will be asked to think to a 3D model to print. They are asked to invent something amazing. in this phase, students will discuss first and then start to draw.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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		Teacher monitors the activity and helps when needed
L	S	R	W								

2	60	student will create a solid to print	Once the students have decided what to draw, they start the 3D modeling.	<p><b>Skills</b></p> <table border="1" data-bbox="1025 165 1364 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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		Teacher monitors the activity and helps when needed
L	S	R	W								

3	15		each pair will show his product	<p><b>Skills</b></p> <table border="1" data-bbox="1025 167 1366 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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		Teacher takes notes and gives feedback, answers doubts
L	S	R	W								

4	10	Students at this point have created a new solid, rewarded with a print, deciding the winner by using a shared criteria	each group will assess all the products including their own one, by expressing an evaluation from 1 to 4. The product with the higher score will be printed. A rubric is delivered by the teacher.	<p><b>Skills</b></p> <table border="1" data-bbox="1025 165 1364 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U1_L6_ALL1.xlsx</li> </ul>	Teacher guides the process
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Command list
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25	the students will apply the knowledge acquired till now	working in pairs, the students will make a structured list of the commands, building a database. For each command, they will fill the cells, as per in the U2_L1_ALL2. The group of commands has to be indicated univocally, in order to make the database work correctly in U2_L1_ALL1 there is the group definition and the group of commands assigned to to each group	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U2_L1_ALL1.xlsx</li> <li>• U2_L1_ALL2.xlsx</li> </ul>	Teacher monitors the activity and helps when needed
L	S	R	W								

2	25	students will evaluate one another's job	each group will pass the job to another group. the latter will follow the indications written in "operative steps" cell and verify if the instructions are reliable. To help the process, T will deliver a rubric	<p><b>Skills</b></p> <table border="1" data-bbox="1025 167 1364 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U2_L1_ALL3.xlsx</li> </ul>	Teacher takes notes and gives feedback, answers doubts.
L	S	R	W								

3	25	the students will apply the knowledge acquired till now	working in pairs, the students will make a structured list of the commands, building a database. For each command, they will fill the cells, as per in the U2_L1_ALL2. The group of commands has to be indicated univocally, in order to make the database work correctly in U2_L1_ALL1 there is the group definition and the group of commands assigned to to each group	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Teacher monitors the activity and helps when needed
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4	25	students will evaluate one another's job	each group will pass the job to another group. the latter will follow the indications written in "operative steps" cell and verify if the instructions are reliable	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L1_ALL3.xlsx</li> </ul>	Teacher takes notes and gives feedback, answers doubts
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Command list
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	making tutorial pills
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25	the students will use the job just finished	working in pairs, the students will make a little tutorial for each command, using a screen capture program. they will write a small storyboard for each command, showing how to use it, taking advantage of the database. a small video will be recorded. in the pair, one will speak at the microphone, the other will execute the instructions being said. a coordination effort is required. Now and then, during the recording of a group, the other groups are required to be silent, unless a separate environment is available. Alternatively, the pairs who are not recording, can use the attached rubric to assess the other's	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U2_L3_ALL1.xlsx</li> <li>• U2_L3_ALL2.docx</li> </ul> <a href="#">link</a>	Teacher monitors the activity and helps when needed
L	S	R	W								

assess the other's performance. there is also a spreadsheet that could be used to collect and elaborate the results of the assessment. in tis case, the speadsheet allows to take into account the T's assessment and the student's assessment, giving to each one different weights (40% students' and 60% teacher's)

2	25	students will evaluate one another's job	each group will pass the job to another group. the latter will follow the indications shown in each video and verify if the instructions are reliable. the attached rubric will make this evaluation easy	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L1_ALL3.xlsx</li> </ul>	Teacher takes notes and gives feedback, answers doubts, uses the rubrics
L	S	R	W								

3	25	the students will use the job just finished	working in pairs, the students will make a little tutorial for each command, using a screen capture program. they will write a small storyboard for each command, showing how to use it, taking advantage of the database. a small video will be recorded. in the pair, one will speak at the	<p><b>Skills</b></p> <table border="1" data-bbox="1014 1133 1355 1179"> <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 checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L3_ALL1.xlsx</li> <li>• U2_L3_ALL2.docx</li> </ul>	
L	S	R	W								

microphone, the other will execute the instructions being said. a coordination effort is required. Now and then, during the recording of a group, the other groups are required to be silent, unless a separate environment is available. Alternatively, the pairs who are not recording, can use the attached rubric to assess the other's performance. there is also a spreadsheet that could be used to collect and elaborate the results of the assessment. in tis case, the speadsheet allows to take into account the T's assessment and the student's assessment, giving to each one different weights (40% students' and 60% teacher's)

**Key vocabulary**

circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches

**Communicative structures**

present simple, zero conditional

4	25	students will evaluate one another's job	each group will pass the job to another group. the latter will follow the indications shown in each video and verify if the instructions are reliable. the attached rubric will make this evaluation easy	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U2_L1_ALL3.xlsx</li> </ul>	Teacher takes notes and gives feedback, answers doubts, uses the rubrics
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	4	<b>Title</b>	making tutorial pills 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25	the students will use the job just finished	working in pairs, the students will make a little tutorial for each command, using a screen capture program. they will write a small storyboard for each command, showing how to use it, taking advantage of the database. a small video will be recorded. in the pair, one will speak at the microphone, the other will execute the instructions being said. a coordination effort is required. Now and then, during the recording of a group, the other groups are required to be silent, unless a separate environment is available. Alternatively, the pairs who are not recording, can use the attached rubric to assess the other's	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U2_L3_ALL1.xlsx</li> <li>• U2_L3_ALL2.docx</li> </ul>	Teacher monitors the activity and helps when needed
L	S	R	W								



assess the other's performance. there is also a spreadsheet that could be used to collect and elaborate the results of the assessment. in tis case, the speadsheet allows to take into account the T's assessment and the student's assessment, giving to each one different weights (40% students' and 60% teacher's)

2	25	students will evaluate one another's job	each group will pass the job to another group. the latter will follow the indications shown in each video and verify if the instructions are reliable. the attached rubric will make this evaluation easy	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L1_ALL3.xlsx</li> </ul>	Teacher takes notes and gives feedback, answers doubts, uses the rubrics
L	S	R	W								

3	25	the students will use the job just finished	working in pairs, the students will make a little tutorial for each command, using a screen capture program. they will write a small storyboard for each command, showing how to use it, taking advantage of the database. a small video will be recorded. in the pair, one will speak at the	<p><b>Skills</b></p> <table border="1" data-bbox="1014 1131 1352 1177"> <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 checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L3_ALL1.xlsx</li> <li>• U2_L3_ALL2.docx</li> </ul>	
L	S	R	W								

microphone, the other will execute the instructions being said. a coordination effort is required. Now and then, during the recording of a group, the other groups are required to be silent, unless a separate environment is available. Alternatively, the pairs who are not recording, can use the attached rubric to assess the other's performance. there is also a spreadsheet that could be used to collect and elaborate the results of the assessment. in tis case, the speadsheet allows to take into account the T's assessment and the student's assessment, giving to each one different weights (40% students' and 60% teacher's)

**Key vocabulary**

circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches

**Communicative structures**

present simple, zero conditional

4	25	students will evaluate one another's job	each group will pass the job to another group. the latter will follow the indications shown in each video and verify if the instructions are reliable. the attached rubric will make this evaluation easy at the end of this unit, the school could choose to publish, even only internally, the tutorials.	<p><b>Skills</b></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><b>Key vocabulary</b> circles, squares, rectangles, polygons, extrude, volume, height, two dimensions, features, outline, workspace, plane, faces, dot, selected, deselect, rotate, views flat profile, sketches</p> <p><b>Communicative structures</b> present simple, zero conditional</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"> <li>• U2_L1_ALL3.xlsx</li> </ul>	Teacher takes notes and gives feedback, answers doubts, uses the rubrics
L	S	R	W								