

CLIL Module Plan

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School	IC TAIO				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Scienze	Topic	The hydrosphere and the properties of water		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>TEACHERS: The project will be conducted by the teacher of science Annabella Vinci, who has achieved the English certification ESOL International Communicator B2 (on March 2015) and the CLIL certification with IPRASE (2015-2016). The science teacher will be supported in the classroom by a CLIL expert for one hour per week. The CLIL expert (Filippo Ziller) is a teacher at the primary school. He attended the TKT Course CLIL module (2014/2015) and the Trentino Primary Teachers CLIL course at NILE in Norwich (2017). The CLIL expert collaborated during the preparation and the correction of the material and the writing concerning the lesson plans. The art teacher and the technology teacher have supported the students during the realization of the posters and during the research on internet. The italian teacher took part during the realization of the third part of the project concerning the sketches (with the project "Prendersi cura di... altri viventi").</p> <p>CLASSROOM AND STUDENTS: The class (IC) is made up of 25 students with 13 boys and 12 girls. One student has got an emotional and psychological problem and he is certificated with PEI. He has good cognitive skills but he needs to be helped by a support teacher for 22 hours per week (of which two hours during the CLIL project in science). There is a student from Macedonia. She has always attended school in Italy. There is a student with PEP (dysorthography) The students are polite and the class environment is relaxed. However, there is a significant group of students with a weak approach to the expectations required by the school in terms of eagerness, organization of material, study, accuracy and responsibility. They have showed a low level of concentration during the lessons and a lack of effort in activities and homework. During the fun and amusing activities part of the students have demonstrated passive behavior and lack of enthusiasm. Their approach has influenced the outcomes of the tests: they showe</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	-Science Experimental scientific method -Graphic representation of data -The matter and its properties (mass, weight, density) -Atomic structure of the matter: atoms and molecules -States of aggregation of the matter and its characteristics - Heat and temperature and their systems of measurement -The passages of states	The students of the 1C class have never attended CLIL lessons at primary school. Indeed, it is possible to observe a low level of English in terms of vocab., speaking skills and comprehension. At the middle school they started with a CLIL module in geography in the first part of the year. Starting from the second part of the year the class has been involved in the CLIL project in science and in a CLIL project in art. Most of the them are able to understand simple sentences of daily life. They are also able to interact using simple sentences or chunks, and to answer easy questions. GRAMMATICAL FUNCTIONS -Verbs: present simple and imperative. -Prepositions: of time, location and movement. -Frequency adverbs and adverbs of time -WH questions -Modal verbs -Adjectives - Indefinite pronouns LINGUISTIC FUNCTIONS: -Greetings -How to tell time -Ask information -How to ask and answer personal questions -Give instructions -Describing people and general things

Timetable fit	◎ Module	Length 33 lessons divided in 3 parts
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Description of teaching and learning strategies

The aim of the project is to learn science contents, as explained before, through the medium of the English language. Our goal is to introduce learners to new important science concepts, to improve learners' production of the language of science, to improve students' cognitive skills (LOTS and HOTS), to increase learners' confidence in English and to encourage them to express their ideas in a non-native language. For this reason students are asked to show interest and a positive approach to the lessons. The lessons provide didactic strategies such as: repetition, expressing concepts in other words, scaffolding in order to offer students a support they need and to encourage their participation, requesting feedback, use of mimic, use of code switching where it's necessary, use of images and visual support, use of glossaries, use of games and playful activities, use of computers. Some lessons are frontal with the use of Lim for visual support and for instructions. During the lessons students are asked to work individually, in pairs and in teams. For the peer activity the pairs are decided by the English teacher in order that students with good English abilities are paired with students who need support. For homework students are encouraged to reinforce the concepts and the vocab. learned during the lessons. They need to complete worksheets and answer questions. Almost each lesson starts with the correction of homework. That means we ask students to be responsible.

Overall Module Plan

Unit: 1

The Earth and its components: the hydrosphere and the water cycle

Unit length: 17 lessons; lessons per week: 3 - two of 95' and one of 60'

Lesson 1

Project introduction

Lesson 2

How to work in a classroom

Lesson 3

Agreement and disagreement (the 3 hands)

Lesson 4

What is water for you?

Lesson 5

The Earth and its components

Lesson 6

Water on Earth

Lesson 7

Pie charts

Lesson 8

Pie charts - second part

Lesson 9

Repetition through games

Lesson 10

Repetition through games - second part

Lesson 11

I Science test

Lesson 12

The water cycle

Lesson 13

The water cycle - second part

Lesson 14

Preparation for the game of the goose

Lesson 15

Game of the goose

Lesson 16

Game of the goose - second part

Lesson 17

Water cycle poster

Unit: 2

Physical and chemical properties of water

Unit length: 13 lessons (11 hours of 60 minutes); lessons per week: 3

Lesson 1

(FOR THE MATERIAL LESSON 18) The water molecule and its chemical formula; Water as universal solvent

Lesson 2

(LESSON19) Water as universal solvent: experimental activity

Lesson 3

(LESSON 20) Chemical and physical properties of water

Lesson 4

(LESSON 21) Water pressure - Communicating vessels: experimental activity

Lesson 5

(LESSON 22) Oral examination; water identity card

Lesson 6

(LESSON 23) Water surface tension - Experimental activity

Lesson 7

(LESSON 24) Water surface tension-Homework - Groups division

Lesson 8

(LESSON 25) Capillary action of water - experimental activity

Lesson 9

(LESSON 26) The property of capillarity

Lesson 10

(LESSON 27) Experimental activity: the colors of the rainbow

Lesson 11

(LESSON 28) Treasure Hunt game

Lesson 12

(LESSON 29) Revision for the test

Lesson 13

(LESSON 30) II Science test

Unit: 3

Realization and playing of the sketches; schooltrip in the : "La casa dell'acqua" Museum

Unit length: 4 lessons

Lesson 1

(LESSON 31) Realization of some fun sketches: writing

Lesson 2

(LESSON 32) Realization of some fun sketches: writing - second part

Lesson 3

(LESSON 33) Realization of some fun sketches: playing

Lesson 4

(LESSON 34) School trip in Fondo (TN):the "Casa dell'acqua" Museum

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Project introduction
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1	Most students should be able to listen the teacher's presentation Getting acquainted to each other Encourage learners to formulate some questions using the "WH questions	Teacher presents himself to the class through a brief activity on the blackboard, as explained in the attached icebreaker activity "Get to know you" (U2_L1_ALL1.doc) Students: are asked to think some questions related to the information, in order to obtain more information about the new teacher Teacher: answers to the questions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary What; where; who; how; why; observe; tell</p> <p>Communicative structures My name is ..; I live in...; My hobby is..; I'm years old; My favorite subject is.....</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_L1_ALL2.ppt.pptx • U1_L1_ALL1.doc.docx <p>Blackboard</p>	No assessment expected
L	S	R	W								

2	15 minutes	Encourage SST (Students' talking time: they are called to present themselves using a small black cardboard The aim is also to create a stimulating classroom environment	Students: after writing some personal information on the black cardboard, each student is asked to present himself giving the following information: name, surname, age, location, favourite leisure activity	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Name; surname; address; town; city; street; age; favorite hobby</p> <p>Communicative structures My name is ..; I live in...; My hobby is..; I'm years old; My favorite subject is.....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL2.ppt.pptx • U1_L1_ALL1.doc.docx <p>Pencil and black cardboard, toothpick</p>	No assessment expected
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3	20 minutes	Introduction of the project “All you need is water” through a PPT (U1_L1_ALL2.ppt): title, numbers of lessons; explanation of the CLIL methodology; content’s aims and language’s aims; tools (pc, LIM, video, ppt, pen drives, files ecc.). The explanation will be done using L2 (if it necessary it will be use L1)	Teacher explains the whole project: title, aims, methodology, tools. Students are expected to listen carefully to the teacher’s introduction, asking some questions if it is necessary	<p>Skills</p> <table border="1" data-bbox="965 165 1296 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Project; aim; the components of the Earth; the water cycle; experiments;</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	<ul style="list-style-type: none"> • U1_L1_ALL2.ppt.pptx 	No assessment expected
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	How to work in a classroom
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35 minutes	Create a simple poster with the main classroom' rules They should be able to read the flashcards and match them with the correct images (visual support) Students should be aware of the main rules Attributing; organizing;	Teacher: explains the instructions for the following activity Students: listen carefully to the teacher's instructions and ask questions if it is necessary Teacher: helps students during the activity: teacher elicits the meanings of some words using visual supports Students: work together as a group	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rules, listen carefully, raise your hand, discuss to each other, respect the others, work together, pay attention, be quite, classmate</p> <p>Communicative structures Imperative form (choose....) What is?</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_L1_ALL2.ppt.pptx • U1_L2_ALL1.doc.docx • PHOTO POSTERCLASSROOM RULES.pdf Poster, color pencils, scissors, glue stick, images(visual support)	Assessment by observing their concentration and their way to work
L	S	R	W								

2	10 minutes	Explanation of the homework and brief start of the ws: Question words exercise (U2_L2_ALL2.doc): to improve the use of WH questions and enhancing specific language structures Improving students' ability to use specific language's structure related to their daily life (Wh- questions)	Teacher: explains the worksheet/homework (ws 2.1) Students: listen carefully to the teacher's explanation	<p>Skills</p> <table border="1" data-bbox="1019 167 1276 231"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Where; when; why; who; what; how much; how many;</p> <p>Communicative structures What is.....?; Where is.....?; How is.....?; Where do....?</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"> • U1_L2_ALL2.doc.docx ws 2.1	Assessment by observing their concentration and their way to work (next lesson will be start with the correction)
L	S	R	W								

3	5 minutes	Students are asked to create the “three hands” (green, yellow, red) used for the feedback at the end of the lesson (agreement, disagreement)	Teacher: available for help students Students: Listen carefully to the teacher’s instructions for the homework (the students have to cut and color the three hands, read the statements, cut them with the scissors and try to match each one of them with the correct hands (green, yellow, red))	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures</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"> • U1_L1_ALL2.ppt.pptx • U1_L2_ALL2.2.doc.docx 	Continuous assessment: participating skills (answering, asking questions, positive approach)
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Agreement and disagreement (the 3 hands)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Most students should listen carefully to the teacher in order to understand the program of the lesson Most students should improve their use of the WH questions	Teacher: presents the daily lesson with a PPT Teacher: manage the plenary correction Students: answer to the teacher questions related to the worksheet	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary When, who, where, why, what, which, how much, how many</p> <p>Communicative structures Can you read...? What do you think....? Which one...?</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_L2_ALL2.doc.docx • U1_L3_ALL.ppt.pptx <p>PPT Worksheet U1_L2_ALL2.1.doc</p>	<p>Valuating homework: accuracy and precision</p> <p>Continuous assessment: participating skills: answering</p>
L	S	R	W								

2	40 minutes	<p>Students are asked to show the “three hands” (green, yellow, red) in order to check the homework; Students should be able to share their ideas and compare their choices Students should be able to understand the meaning of the statements and match them with the three hands Students are asked to paste the different sentences in the back of the three hands</p>	<p>Teacher: available for help students Students: focused on the task</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Positive feedback; negative feedback; opinion; idea</p> <p>Communicative structures What is your feedback? What do you think about? I like it; I don't like it; It was funny; It is difficult; Please stop; I need help; We can go on</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx • PHOTO_THE THREE HANDS FOR THE FINAL FEEDBACK.pdf <p>Worksheet U1_L3_ALL3.1.doc Worksheet U1_L2_ALL2.2.doc Scissors and glue stick, three hands</p>	<p>Continuous assessment: participating skills (answering, asking questions, positive approach)</p>
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CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	What is water for you?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Most students should know some words in order to complete the exercise Most students should be able to spell correctly the words	Teacher/s: ask students to read the exercise's instructions and explain them in other words if it is necessary Students: listen carefully and read the instructions Teacher/s: show students the example with the word "snow" in order to help them to grasp the concept of the exercise	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Crossword; worksheet; spelling</p> <p>Communicative structures How do you spell...? Can you spell....?</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_L4_ALL.ppt.pptx • U_L4_ALL4.1.doc.docx <p>Worksheet 4.1 PPT LIM</p>	Assessment not expected
L	S	R	W								

2	20 minutes	To activate possible prior knowledge and to stimulate their curiosity and creativity Elicit from the learners as many words related to the word water Thinking and writing	Teachers:available for help Students: working on the worksheet	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Words related to the topic of water</p> <p>Communicative structures How do you say it in English? Is it correct? Is it right?</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"> • U_L4_ALL4.1.doc.docx <p>Worksheet 4.1</p>	Assessment by observing their concentration and their way to work in pairs
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3	15 minutes	Learning through correction Create a glossary during correction in order to learn new words (worksheet 4.2)	Teacher: discussing with students about the exercise Students: reasoning: thinking why , explaining	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary The new words founded by the students</p> <p>Communicative structures Which one....? What is...? Can you explain it in other words? Can you give me an example?</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"> • U1_L4_ALL4.2.doc.docx <p>Worksheet 4.2</p>	Check students' speaking skills: fluency/accuracy and contents knowledge Positive approach to the activity
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4	20 minutes	Stimulate students' creativity and fantasy	Teacher: explains the exercise Students: listen carefully to the teacher and represent, on their own, through a drawing what is water	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Pencil; rubber; representation; colored pencils; draw; drawing;</p> <p>Communicative structures How would you represent ...? How would you organize....to show?</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"> • U_L4_ALL4.1.doc.docx <p>Worksheet 4.1 second part</p>	Assessment by observing their concentration and their way to work
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CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	The Earth and its components
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Teacher through this activity elicits specific words needed for the following exercise students should be able to grasp the main vocabulary needed for the next exercise Improving students' ability to use specific language	Teacher/s: presents the daily lesson with a PPT Teacher/s: has the aim to elicit the right words from the students using one image Teacher shows the image on the whiteboard Students: are asked to interact with the teacher answering to the questions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Solid, liquid, gas, oxygen, carbone dioxide, surface, life, minerals, rocks, ocean</p> <p>Communicative structures What is it? What can you see? Can you describe it? What elements can you see? Can you name?</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_L5_ALL.ppt.pptx PPT LIM	Continuous assessment: participating skills
L	S	R	W								

2	20 minutes	<p>Introduction of the new topic: "The Earth and its components" (worksheet 5.1)</p> <p>Reinforce the concept of the words elicited in the previous Exercise</p> <p>Students should be able to match the sentences and the pictures in the correct boxes Exercise correction</p>	<p>Teacher/s: explanation of the exercise and available for help</p> <p>Students: working in pairs on the exercise (worksheet 1)</p> <p>Teacher/s: discussing with students about the answers of the previous exercise Help learners think about the answers</p> <p>Explanation</p> <p>Students: reasoning: thinking why describing explaining</p>	<p>Skills</p> <table border="1" data-bbox="920 164 1265 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Atmosphere, lithosphere, hydrosphere, biosphere, Earth, gas, oxygen, rocks, nitrogen, carbone dioxide, animals, plants</p> <p>Communicative structures</p> <p>Can you help me? What does it mean? Can you say it in other words?</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>	<p>• U1_L5_ALL5.1.doc.docx</p> <p>Worksheet 5.1 Scissors, glue, pencil</p>	<p>Assessment by observing their concentration and their way to work</p>
L	S	R	W								

3	10 minutes	Improving students' listening skill through a video "How much water is on Earth?" Comprehension	Teacher /s explain the listening activity Students listen to the video twice: first time without subtitles, second time with subtitles Teachers available for help Students: working on the worksheet	Skills <table border="1" data-bbox="920 165 1265 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Key vocabulary Water, ground, oceans, atmosphere, living things, body, sodium chloride, food, drink, glaciers, groundwater, rivers, lakes 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	<ul style="list-style-type: none"> • U1_L5_ALL5.2.doc.docx • U1_L5_ALL5.2.doc (solution).docx Video on Youtube "How much water is on Earth Text with fill in the blanks (worksheet 5.2)	Assessment by observing their concentration and their way to work
L	S	R	W								

4	5 minutes	Homework's explanation	Teacher: explanation of homework Students: listening carefully to the explanation	Skills <table border="1" data-bbox="920 876 1265 922"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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_L5_ALL.ppt.pptx • U1_L5_ALL5.2.doc.docx • U1_L5_ALL5.2.doc (solution).docx • U1_L5_ALL5.3.doc.docx • U1_L5_ALL5.3.doc (solution).docx Homework: worksheet 5.2 and 5.3 Study the new words founded in the exercise	Next lesson: valuating homework: accuracy and precision
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Water on Earth
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Correction of the worksheet 5.2 and 5.3	Teacher: asks students to read the exercise and gives more explanation about the topic Students: read the text and ask questions about the topic	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Specific words related to the hydrosphere</p> <p>Communicative structures What's the meaning of? What is the.....? Can you give me an example? What is the percentage for....? What is this?</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_L5_ALL5.2.doc (solution).docx • U1_L5_ALL5.3.doc (solution).docx Worksheet 5.2 Worksheet 5.3	Valuating homework: accuracy and precision
L	S	R	W								

2	10 minutes	Reading the text of the worksheet 6.1	Teacher: explain the exercise and help students to understand the new information. Help students with the correct pronunciation Students: read the text with the help of the teacher and improve their reading skill and comprehension. Listen carefully to the teachers' pronunciation	Skills <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around; width: fit-content; margin: 5px auto;">L S R W</div> Key vocabulary Physical states, solid, liquid, gas, life, human body Communicative structures	<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_L6_ALL6.1.doc.docx Worksheet 6.1	Continuous assessment: participating skills (answering, asking questions, positive approach)
3	15 minutes	Answer the questions related to the text Most students should be demonstrate to work together	Teacher: are available to help students. Students: discuss to each other, work together and answer the questions	Skills <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around; width: fit-content; margin: 5px auto;">L S R W</div> Key vocabulary “Blue planet”, land, Earth's surface, physical states, solid, liquid, gas, living being Communicative structures consist of..., because...	<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"> • U1_L6_ALL6.1.doc.docx Worksheet 6.1	Formative assessment: by observing their way to work in pairs

4	10 minutes	to practice the vocabulary studied so far and to stimulate students' interest	Teacher: ask students questions Students: answer the questions as fast as they can	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All the words studied in the worksheet 5.3</p> <p>Communicative structures What is it?</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"> • U1_L5_ALL5.3.doc.docx • U1_L5_ALL5.3.doc (solution).docx • U1_L6_ALL6.2.doc.docx <p>Vocab. Challenge game: worksheet 5.3: memory cards</p>	Continuous assessment: participating skills: answering
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5	5 minutes	Three hands activity: like/dislike	Teacher' role: asking agreement/disagreement about the ended lesson Students' role: answering through the "three hands"	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures I like it, I don't like it, It was funny, It is difficult, Please stop, I need help, We can go on</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"> • U1_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx <p>Three hands (green, yellow, red)</p>	Assessment is not expected
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CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	Pie charts
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Students should be able to reinforce (through correction) the main concepts and vocab. related to the topic, also remembering their previous knowledge (physical states of water)	Teacher/s: checks the covers of the students' notebooks Teacher/s: ask students to read the questions and the answers; give more explanation about the topic. Students: read the answers. Correct and integrate them if it is 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 71%, Earth; 29%, land, "Blue planet"; physical states (solid,liquid, gas); 60-65%</p> <p>Communicative structures Why do people call the Earth the "Blue Planet"?; What does indicate?; How many physical states does the water consist of?; Why is so important ...?</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_L6_ALL6.1.doc.docx • U1_L7_ALL.ppt.pptx Worksheet 6.1 Pen, pencils, rubber, notebook	Valuating drawing capability (related to the covers of the notebooks) and thoroughness in work (respect of deadline) Valuating homework: accuracy and precision in answering.
L	S	R	W								

2	5 minutes	Introduction of the new activity "Let's create our pie charts!"	Teacher/s: explanation of the next activity through a ppt with simple instructions and images Students: listen carefully to the teacher	<p>Skills</p> <table border="1" data-bbox="922 167 1267 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Compass, goniometer, cardboard, scissors, ruler</p> <p>Communicative structures Imperative form: (you need..., take your....); Present continuous: (today we are going to do....)</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L7_ALL.ppt.pptx PPT LIM	Assessment not expected
L	S	R	W								

3	10 minutes	Most students should be able to recognize and read the math symbols	<p>Teacher/s: introduction and explanation of some important math signs and symbols needed for the next activity</p> <p>Students: listen carefully to the explanation. Read alone the worksheet 7.1</p>	<p>Skills</p> <table border="1" data-bbox="922 164 1267 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Minus, equals, plus, times, point, degree, divided by, percent, brackets</p> <p>Communicative structures What does this symbol represent?; Can you read aloud this calculation?</p>	L	S	R	W	<p><input checked="" 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>	<p>• U1_L7_ALL7.1.doc.docx</p> <p>Ws 7.1</p>	Assessment not expected
L	S	R	W								

4	10-15 minutes	Most students should be able to understand the steps of the procedure (realization of pie charts: from percentages to degrees)	<p>Teacher/s: provide the material (cardboards) for the pie charts and handout the worksheet 7.2</p> <p>Students: organize their own material</p> <p>Teacher/s: read and explain the work procedure in order to do the activity</p> <p>Students: listen carefully to the teachers' explanation</p>	<p>Skills</p> <table border="1" data-bbox="922 164 1267 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cardboard, compass, material, ruler, goniometer</p> <p>Communicative structures The first cardboard is used for what?; What is thestep?; How do you convert this percentage....?; Present simple and imperative form;</p>	L	S	R	W	<p><input checked="" 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"> • U1_L7_ALL.ppt.pptx • U1_L7_ALL7.2.doc.docx <p>White cardboards Pencil, compass, ruler, goniometer</p>	Assessment not expected
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	Pie charts - second part
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40 minutes	<p>Creation of the pie charts about the water on Earth</p> <p>Improvement of students' capability to convert percentages in angles</p> <p>The pupils should understand and remember the information related to the percentages) and the procedure to create the pie charts</p> <p>Most</p>	<p>Teacher: available to help students</p> <p>Students: focus on the construction of the pie charts: reading the instructions, calculating the formula, drawing and coloring the different sections of the pie charts, naming them with the correct names.</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 Amplitude; angle; degrees; convert; percentage; specific vocab. related to the topic</p> <p>Communicative structures Is it correct?; I need help, please!; Can you help me please?;</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>	<ul style="list-style-type: none"> • U1_L7_ALL7.2.doc.docx • PHOTO_PIECHART.pdf <p>Worksheet 7.2 Cardboards Colored pencils Goniometer Scissors Compass</p>	<p>Formative assessment: by observing their way to work</p> <p>At the end of this lesson the science teacher will collect all the pie charts of the students to give a judgment shared with the teacher of technology</p>
L	S	R	W								

		<p>Most students should improve their knowledge on mathematical symbols. Most students should be able to create the three pie charts.</p>					
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2	5 minutes	<p>Peer correction Most students should be able to compare their pie charts and help each other.</p>	<p>Teacher: available to help students Students: discuss to each other and compare their works in order to correct the pie charts Teacher: collect all the pie charts to give a mark</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 In my opinion...; What do you think...?;</p> <p>Communicative structures</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>	Pie charts	Peer assessment
L	S	R	W								

3	2 minutes	Three hands activity: like/dislike	Teacher/s role: asking agreement/disagreement about the ended lesson Students' role: answering through the "three hands"	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures I like it, I don't like it, It was funny, It is difficult, Please stop, I need help, We can go on</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"> • U1_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx • U1_L7_ALL.ppt.pptx <p>Three hands (green, yellow, red)</p>	<p>Assessment is not expected At the end of the lesson, the Science teacher tells to the students the date for the Science test (10 days later from this lesson)</p>
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CLIL Lesson Plan

Unit number	1	Lesson number	9	Title	Repetition through games
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Most students should become aware of their mistakes	Teacher/s: handout the pie charts with the mark Students: check their pie charts	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pay attention to your mistakes; You should improve;</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	Pie charts	Assessment for the practical work Criteria: accuracy in converting percentages in angles; accuracy in using the goniometer; accuracy in cutting and drawing
L	S	R	W								

2	10 minutes	Explain the planned activity and the tasks of the lesson: general repetition through three fun games for the test	Teacher/s: present the daily lesson with a PPT and explains the aim of the lesson Students: listen carefully to the teacher Teacher/s: communicate to students the teams for the quiz game Students: choose a name (related to the topic) for each team	Skills <table border="1" data-bbox="927 165 1270 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Explanation through a PPT Communicative structures	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"> • U1_L9_ALL.ppt.pptx • U1_L9_ALL9.1.doc.docx PPT LIM	Assessment not expected
L	S	R	W								

3	40 minutes	First activity: Quiz game. To review and to reinforce the topics cover so far (reference for the rules to the worksheet 9.2)	Teacher: reads the questions and write the points on the blackboard for each team. Give the solutions Students: they discuss to each other and help the spokesman to give the correct answer	Skills <table border="1" data-bbox="927 837 1270 884"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Team, captain, spokesman, discuss, teammate, button/bell All the main words and concepts studied in the previous lessons Communicative structures Reference to the questions of the worksheet 9.2	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_L9_ALL9.2.doc.docx Flashcards with questions (worksheet 9.2); button that has to be pushed to give the answer; blackboard to write the scores	Continuous assessment: participating skills (answering, asking questions, positive approach)
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	10	Title	Repetition through games - second part
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Second activity: this second game has the same the rules of the previous activity. The aim is to review and to reinforce the topics cover so far (reference for the rules to the worksheet 10.1)	Teacher/s: manage the activity and write the points on the blackboard for each tem Students: listen and watch carefully to the video and answer to open and multiple choice questions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Water, ground, oceans, atmosphere, living things, body, sodium chloride, food, drink, glaciers, groundwater, rivers, ball</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"> • U1_L9_ALL.ppt.pptx • U1_L10_ALL10.1.doc.docx <p>Worksheet 10.1 Video "How much water is on Earth?" created with Edpuzzle Small blackboard for each team Felt pen/marker</p>	Continuous assessment: participating skills (answering questions, positive approach)
L	S	R	W								

Communicative structures

How do you call the amount of all the water on Earth?; What is the percentage of water in our body?; What is the percentage for the land?; Where is most of the fresh water on the Earth trapped?; Where do you find the last 2% of fresh water?

2	10 minutes	Third activity: Vocab. challenge game The aim of the third game is to practice the vocabulary studied so far and to stimulate students' interest.	Teacher: draws students' names from a box Students: challenge each other in answering the questions (related to the ws 5.3) posed by the teacher	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All the main words studied in the ws 5.3; stand up and sit down (reference to ws 10.2)</p> <p>Communicative structures What is it?; You are right/wrong; It's correct...</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"> • U1_L5_ALL5.3.doc.docx • U1_L5_ALL5.3.doc (solution).docx • U1_L9_ALL.ppt.pptx • U1_L10_ALL10.2.doc.docx <p>worksheet 5.3-Memory cards</p>	Continuous assessment: participating skills (answering, positive approach)
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3	5 minutes	The teacher says the winner team (summing all the points of the first two games)	Teacher/s: says the winner team and give a little gift to the winner team	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary winner, team, congratulation, great job,...</p> <p>Communicative structures</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"> • U1_L9_ALL.ppt.pptx 	Teachers will give a little gift to the best team and to the winner of the vocab. challenge game; and recommend students to repeat and study for the test
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4	2 minutes	Thee hands activity: like/dislike	Teacher/s role: asking agreement/disagreement about the ended lesson Students' role: answering through the three hands	<p>Skills</p> <table border="1" data-bbox="981 165 1232 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures I like it, I don't like it, It was funny, It is difficult, Please stop, I need help, We can go on</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_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx <p>Three hands (green, yellow, red)</p>	Assessment is not expected
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	11	Title	I Science test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	60 minutes	Most students should be able to complete the test Most students should demonstrate a good level of preparation Most students should be able to complete different type of exercises related to the topic of the first unit	Teacher: explains the exercises of the test also using L1 if it is necessary Students: listen carefully to the teacher and ask more explanations if it is necessary	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All the voc. And concepts studied so far</p> <p>Communicative structures Imperative form: write ...; answer these questions....; choose the right answer; fill in the blanks...</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"> • U1_L11_ALLTEST.doc - solutions.docx • U1_L11_ALLTEST.doc.docx <p>FIRST CLIL SCIENCE Test</p>	Summative assessment: at the end of the first module to identify possible problems and through which it's possible to check students' knowledge Students are allowed to answer also in Italian in the exercise number 3

CLIL Lesson Plan

Unit number	1	Lesson number	12	Title	The water cycle
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Most students should understand the aims of the daily lesson	Introduction of the new topic: "The water cycle" Teacher/s: explains the new topic to the class Students: listen carefully to the teacher	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures Today we are going to learn....;	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_L12-13_ALL.ppt.pptx PPT LIM	Assessment not expected
L	S	R	W								

2	20 minutes	Most students should be aware of the different phases of the water cycle (already studied in Geography)	Introduction of the new topic: "The water cycle" Brainstorming activity to reinforce the phases of the water cycle Complete the exercise about the water cycle	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"> • U1_L12_ALL12.1.doc (solution).docx • U1_L12_ALL12.1.doc.docx Worksheet 12.1-LIM	Formative assessment: by observing their way to work and their capability to link their previous knowledge to the topic of
L	S	R	W								

Most students should be able to name the different phases of the water cycle

(worksheet 12.1)
Teacher/s: available to help students
Students: (they should already know in Italian the different phases of the water cycle) they have to complete the worksheet 12.1 about the water cycle and its phases
Teacher/s: manage the plenary correction
Students: are asked to go at the blackboard to answer to the teacher's questions related to the previous exercise

Key vocabulary

Evaporation; transport; precipitation; groundwater; surface runoff; solar energy; infiltration; transpiration; condensation

Communicative structures

What is....?; Can you identify ...?; Can you make a distinction between...?; What is the function of....?

the exercise

3	45 minutes	<p>Most students should be able to complete the sentences about the water cycle with the key words in the boxes Most students should be able to create the flashcards Aim: create the flashcards related to the new topic</p>	<p>Teacher/s: explain the new activity and available for help Students: Listen carefully to the “Water cycle song” Complete the sentences of the table 2 (ws 12.2) Match the images with the correct sentences Create the flashcards</p>	<p>Skills</p> <table border="1" data-bbox="891 167 1234 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary ain;wind; returns; atmosphere; plants; water vapor; sun; leaves; infiltrates; cool; ground; clouds evaporation; transport; precipitation; groundwater; surface runoff; solar energy; infiltration; transpiration; condensation; hail, droplet To heat; to run off</p> <p>Communicative structures Imperative form: complete...;match...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L12_ALL12.2.doc.docx • U1_L12_ALL12.2doc (solution).docx <p>Worksheet 12.2 Scaffolding: picture glossary Video “Water cycle song” Scissors, glue stick, pen, pencil</p>	<p>Formative assessment: by observing their way to work</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	13	Title	The water cycle - second part
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Most students should be able to cooperate with others	Teacher/s: available to help students and check the flashcards Students: discuss together and help each other with the flashcards	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • U1_L12_ALL12.2doc (solution).docx • PHOTOES_FLASHCARDS ABOUT THE WATER CYCLE.pdf flashcards	Peer assessment
L	S	R	W								

2	5-10 minutes	Most students should understand the homework	Homework's explanation Teacher: explanation of homework Students: listening carefully to the explanation	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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_L12-13_ALL.ppt.pptx • U1_L13_ALL13.1.doc.docx Homework: worksheet 13.1 PPT	Valuating homework: accuracy and precision next lesson
L	S	R	W								

3	5 minutes	Most students should be able to give and express the feedback	<p>“Three hands” activity: like/dislike</p> <p>Teacher’ role: asking agreement/disagreement about the ended lesson</p> <p>Students’ role: answering through the “three hands”</p>	<p>Skills</p> <table border="1" data-bbox="981 164 1236 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures I like it, I don’t like it, It was funny, It is difficult, Please stop, I need help, We can go on</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_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx <p>Three hands (green, yellow, red)</p>	Assessment is not expected
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	14	Title	Preparation for the game of the goose
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 minutes	Most students should be able to answer simple questions about the water cycle	Teacher: manages the correction Students: read their answers and write the correct sentences	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Water, driving force, process, change, total amount, physical states,</p> <p>Communicative structures What happens if....?; What's.....?; Why...?; In my opinion....; Because...;</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"> • U1_L14_ALL.ppt.pptx • U1_L13_ALL13.1.doc (solution).docx <p>Worksheet 13.1 Blackboard</p>	Valuating homework: accuracy and precision

2	25 minutes	Most students should be able to complete the worksheet 14.1 Most students should be aware of the different aspects related to the water cycle Most students should improve their knowledge	Teacher: available to help students Students: focused on the exercise	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Hydrological cycle; movement; Earth; below; surface; energy; to heat up; transpiration; leaves; vapor; atmosphere; clouds; tiny drops; condensation; wind; cool; water; infiltrate; groundwater; runoff</p> <p>Communicative structures WH questions; They are made of...; Because it is...; It can.....;</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"> • U1_L14_ALL14.1.doc.docx Worksheet 14.1	Formative assessment: by observing their way to work
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3	15 minutes	Most students should be able to correct and understand the mistakes	Teacher: manage the correction Students: answer to the teacher and reasoning	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Reference to the activity number 2 of the lesson 14</p> <p>Communicative structures Reference to the activity number 2 of the lesson 14</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"> • U1_L14_ALL14.1.doc (solution).docx <p>Worksheet 14.1</p>	Continuous assessment: participating skills (answering, asking questions) and summative assessment
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4	2 minutes	Most students should start to learn the song	Teacher: help students with pronunciation Students: listen carefully to the song and sing	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Rain; snow; hail; precipitation; evaporation; condensation; transpiration; heat; take;</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	The water cycle song on Youtube	Assessment not expected
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Communicative structures

The refrain of the song with aim to memorize the specific key words of the water cycle.

“Water cycle takes the water and moves it up and down and all around the Earth; Evaporation comes when....; Precipitation happens when....”

5	3 minutes	Most students should be able to give feedback	<p>“Three hands” activity: like/dislike</p> <p>Teacher’ role: asking agreement/disagreement about the ended lesson</p> <p>Students’ role: answering through the “three hands”</p>	<p>Skills</p> <table border="1" data-bbox="981 164 1236 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures I like it, I don’t like it, It was funny, It is difficult, Please stop, I need help, We can go on</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_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx <p>Three hands (green, yellow, red)</p>	<p>Assessment is not expected</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	15	Title	Game of the goose
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25/30 minutes	Most students should be able to answer the questions related to the ws 14.1 (water cycle) Most student should be aware of the different phases of the water cycle through the review	Teacher/s: help students to repeat the correction; help students during the review; integrates the previous arguments related to the water cycle Students: are asked to read the answers; are asked to listen carefully to 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 Hydrological cycle; movement; Earth; below; surface; energy; to heat up; transpiration; leaves; vapor; atmosphere; clouds; tiny drops; condensation; wind; cool; water; infiltrate; groundwater; runoff</p> <p>Communicative structures They are made of.....; Because it is...; It can.....; They are.....; WH questions; Interrogative form</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_L14_ALL14.1.doc (solution).docx • U1_L15_ALL.ppt.pptx <p>Worksheet 14.1</p>	Valuating homework: accuracy and precision and study the topic
L	S	R	W								

2	30 minutes	<p>Most students should be able to play the game</p> <p>Most students should be able to respect the rules of the game</p> <p>Most students should be able to grasp the main concepts through the game</p>	<p>Teacher/s: explain the rules and handout the dies, the cardboards game to the groups</p> <p>Students: listen carefully and understand the rules of the game</p> <p>Game of the goose</p> <p>Teacher/s: pass through the desks and observe the students playing the game and give a support to the students</p> <p>Students: focused on the game; They read the questions all together and one student tries to answer alone</p>	<p>Skills</p> <table border="1" data-bbox="891 204 1236 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Hydrological cycle; movement; Earth; below; surface; energy; to heat up; transpiration; leaves; vapor; atmosphere; clouds; tiny drops; condensation; wind; cool; water; infiltrate; groundwater; surface runoff</p> <p>Communicative structures Throw the die; It's my turn to throw the die; It is your /his/her turn; I'm the winner; Scaffolding: during the game it is allowed the use of the L1 to answer the questions (code switching)</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" 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"> • U1_L15_ALL.ppt.pptx • U1_L15_ALL15.1.doc.docx <p>Dices; cardboards game (15.1)</p> <p>LIM PPT</p>	<p>Continuous assessment: participating skills (answering, asking questions) At the end of the game the winner will be nominated</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	16	Title	Game of the goose - second part
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Explanation of the following activity: creation of the water cycle poster using different materials	Teacher: explanation of the new activity for the next lesson Students: listen carefully to the teacher and ask question if it is 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 Material; sponge; wood; pins; paper; cardboards; glue stick; brush; cotton; pasta; wax colors; watercolors; plastic; rope;</p> <p>Communicative structures You can....; It is allowed....; You could use....; Can I use; Can you lend me...please? Follow the instructions...;</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L15_ALL.ppt.pptx PPT LIM	Assessment not expected
L	S	R	W								

2	25 minutes	<p>Students are asked to plan their own project and start to create it</p> <p>Most students should think and write a list of all the material they need</p> <p>Most students should draw up a draft of their project</p>	<p>Teacher/s: available to help students work on the project</p> <p>Students: work on the project</p> <p>Teacher/s: in this phase of the lesson teachers call the students one by one: they show them the test and invite the students to complete the correction for homework</p>	<p>Skills</p> <table border="1" data-bbox="987 164 1267 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Draft; project; plan; draw; write</p> <p>Communicative structures</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>	Draft sheet, pens, pencils	Continuous assessment: participating skills, creative skills
L	S	R	W								

3	2 minutes	Most students should be able to give feedback	<p>“The three hands” activity: like/dislike</p> <p>Teacher’ role: asking agreement/disagreement about the ended lesson</p> <p>Students’ role: answering through the three hands”</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1267 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p> <p>I like it, I don’t like it, It was funny, It is difficult, Please stop, I need help, We can go on</p> <p>Communicative structures</p>	L	S	R	W	<p><input checked="" 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"> • U1_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx <p>Three hands (green, yellow, red)</p>	<p>Assessment is not expected</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	17	Title	Water cycle poster
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	General brainstorming: repetition of the aims, material, procedure Most students should understand how to proceed	Teacher: manage the brainstorming Students: listen and take notes if it is necessary	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Paper; cardboard; plastic; wood; paper clips; felt pens; colored pencils; sponge; tooth pick</p> <p>Communicative structures The aims of the activity are...; Pay attention to...; You should use....;</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Not expected	Assessment not expected

2	50 minutes	<p>Most students should improve their creativity</p> <p>Most students should be able to represent the water cycle through the craft (on their own)</p>	<p>Teacher: Available to help students</p> <p>Observe students and start to complete the rubric assessment</p> <p>Remind students to the deadline (10 days) of the project “water cycle poster”</p> <p>Students: Work on their project</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Paper; cardboard; plastic; wood; paper clips; felt pens; colored pencils; sponge; tooth pick</p> <p>Communicative structures</p> <p>I need...; Can you lend me please?; I would like to use...</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>• U1_L17_ALLRubric assessment.docx</p> <p>Paper; cardboard; plastic; wood; paper clips; felt pens; colored pencils; sponge; tooth pick</p>	<p>Assessment: by observing their way to work; the teacher will evaluate the works using a rubric assessment</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	(FOR THE MATERIAL LESSON 18) The water molecule and its chemical formula; Water as universal solvent
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	Students will learn how is the water molecule composed Students will learn the chemical formula of water: H ₂ O	Introduction of the second module and the new topic: Chemical, physical and biological properties of water Teacher/s: explain the new topic with the support of PPT Students: listen carefully to the teacher explanation Teacher/s: Elicit/ explain the chemical formula of water	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Hydrogen; oxygen; molecule; atoms</p> <p>Communicative structures The water molecule is composed of.....; Simple present...</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"> • U2_L18_ALL.ppt.pptx PPT LIM	Assessment not expected
L	S	R	W								

2	10 minutes	Scaffolding: activate prior knowledge and brainstorm vocabulary that might be heard and read during the activity (materials and substances needed for the experiment)	Teacher/s: scaffold and activate prior knowledge Students: read, identify and complete the part about materials and substances Teacher/s: available to help students to figure out the materials and the substances needed for the experiment (also showing them the material)	<p>Skills</p> <table border="1" data-bbox="891 204 1234 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary salt; sugar; vinegar; alcohol; oil; spoon; beakers;</p> <p>Communicative structures What is this?; do you remember...?; temporal adverbs...;</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"> • U2_L18_ALL18.1.doc.docx • U2_L18_ALL.ppt.pptx <p>ws 18.1 PPT LIM Material for the experiment</p>	Continuous assessment: participating skills (answering, asking questions, positive approach)
L	S	R	W								

3	25 minutes	<p>Students should be able to organize the material needed for the experiment</p> <p>Students should be aware of the importance of discovering new things and to improve their knowledge</p> <p>Cooperate learning Most students should be able to work in group and cooperate with others</p> <p>Most students should be aware of the importance of sharing ideas</p>	<p>Experiment: practical activity to understand and learn the property of water of dissolving different substances</p> <p>Learning by doing</p> <p>Teacher: read the procedure with students and available to help</p> <p>Students: students read and understand the procedure and do the experiment</p>	<p>Skills</p> <table border="1" data-bbox="891 164 1236 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Beaker; spoon; observe; put; complete;</p> <p>Communicative structures</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"> • U2_L18_ALL18.1.doc.docx <p>Worksheet 18.1 and materials: liquid and solid substances, spoons, beakers</p>	<p>Formative assessment: by observing their way to work in group</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	(LESSON19) Water as universal solvent: experimental activity		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 minutes	<p>Students will learn the property of water to dissolve different substances</p> <p>Students will learn that water is a good solvent and an universal solvent</p> <p>Students will start to do hypothesis</p> <p>Most students should start to classify the substances that can/can't be dissolved in water</p>	<p>Teacher/s: help students to understand the second part of the ws 18.1 and to complete it</p> <p>Students: complete the experiment; complete the charts and answer the questions sharing their ideas</p>	<p>Skills</p> <table border="1" data-bbox="1010 165 1254 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Capability; dissolve; layer; sediment; bottom;</p> <p>Communicative structures Yes, it is No, it isn't Interrogative form: is there...? Can; can't</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• U2_L18_ALL18.1.doc.docx</p> <p>Worksheet 18.1- Experimental results</p>	<p>Continuous assessment: participating skills (answering, asking, doing)</p>
L	S	R	W								

2	10 minutes	<p>Drawing: students should be able to represent on their own the</p>	<p>Teacher: available to help students</p> <p>Students: Draw the main results of the experiment</p>	<p>Skills</p> <table border="1" data-bbox="1010 1318 1254 1366"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p>	<p>• U2_L18_ALL18.1.doc.docx</p> <p>Worksheet 18.1-Observations</p>	<p>Formative assessment: by observing their way to work</p>
L	S	R	W								

main results of the experiment
Students should be aware of the importance of the sequence of the phases (before/after) in an experiment
Most students should be able to observe the phenomena during the experiment
Most students should be able to represent with drawings the different results of the experiment

Key vocabulary

Draw; steps; phenomena; results; represent; pen; colored pencils

Communicative structures

Imperative form

▣ Individual work

3	10 minutes	Students will review/learn the negative and the short form of the verb to can and to be	Students: think about the experiment and complete, with the support of the worksheet 18.2, the conclusions Teacher: available to help	Skills <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">L</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px; background-color: black; color: white;">R</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px; background-color: black; color: white;">W</div> Key vocabulary Transparent; dissolve; layers; solvent Communicative structures What happens...?; It is/isn't You can/can't	<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_L18_ALL18.1.doc.docx • U2_L18_ALL18.2.doc.docx Worksheet 18.1- Conclusions Worksheet 18.2 (scaffolding)	Formative assessment: by observing their way to work
4	5 minutes	Most student should correct the mistakes Most students should understand through correction	Correction of the worksheet 18.1 Students: read the words inserted in the blanks Teacher: help students to better understand the concepts and integrate them	Skills <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px; background-color: black; color: white;">L</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px; background-color: black; color: white;">S</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">R</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">W</div> Key vocabulary Communicative structures	<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"> • U2_L18_ALL18.1.doc.docx Worksheet 18.1-Conclusions	Ongoing assessment: teachers evaluate students' comprehension of the topic of the lesson

5	5 minutes	Most students should understand the homework's instructions	Teacher: manage the explanation for the homework Students: listen carefully to the teacher	Skills	<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"> • U2_L19_ALL19.1doc.docx • U2_L18_ALL.ppt.pptx Worksheet 19.1	Assessment not expected				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary											
				Communicative structures							

6	2 minutes	Most students should be able to give feedback	“Three hands “ activity: like/dislike Teacher’ role: asking agreement/disagreement about the ended lesson Students’ role: answering through “three hands”	Skills	<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_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx Three hands (green, yellow, red)	Assessment is not expected				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary											
				Communicative structures	I like it, I don't like it, It was funny, It is difficult, Please stop, I need help, We can go on						

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	(LESSON 20) Chemical and physical properties of water
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	40 minutes	Most students should be able to recognize the scrambled images and match them to the correct sentences Most students should recall/understand the main chemical and physical properties of water	Teacher/s: explain the next activity and they are available to help students Students: read one by one the sentences in the boxes, understand the meaning with the support of the teachers and match the sentences to the images	<p>Skills</p> <table border="1" data-bbox="891 167 1234 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Incompressibility; density; volume; mass; to expand; thermal insulating layer; high specific heat; allowing; cool; freeze; mild; climate</p> <p>Communicative structures Water is denser than oil; alcohol is less dense than oil(comparative form) Use of the present simple in a scientific description Use of the auxiliary verb</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"> • U2_L20_ALL20.1.doc (solution).docx • U2_L20_ALL20.1.doc.docx • U2_L20-21_ALL1.ppt.pptx <p>Worksheet 20.1 Scissors Glue stick Pen, pencils</p>	Continuous assessment: participating skills (answering, asking questions, positive approach)
L	S	R	W								

2	5 minutes	Most students should understand how water pressure, or hydrostatic pressure, changes with the depth	Teacher/s: elicit specific vocab. and concepts needed for the activity (water pressure using two images with the PPT Students: listen carefully to the teacher and interact with teachers giving their deductions of the images	<p>Skills</p> <table border="1" data-bbox="891 164 1236 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures WH questions</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"> • U2_L20-21_ALL1.ppt.pptx <p>PPT LIM</p>	Formative assessment: by observing their participation
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	(LESSON 21) Water pressure - Communicating vessels: experimental activity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35 minutes	Most students should be become aware of how water pressure, or hydrostatic pressure, changes with the depth through the experimental activity Most students should understand the importance of sharing ideas Most students should be able to represent, by drawing, the outcomes of the experiment	Teacher/s: one teacher manage the experiment in the bathroom with small groups of students; The other teacher, in the classroom, helps students to complete the ws 21.1 Students: focused on the task-complete/correct the worksheet with the help of 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 Water pressure; hydrostatic pressure; intensity; depth; holes; pins; tap water; jet; weight; dam; increase; decrease; top; bottom</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_L21_ALL21.1.doc (solution).docx • U2_L21_ALL21.1doc.docx <p>Worksheet 21.1 Bottle, pins, tap water, pencil, rubber, pen,</p>	Formative assessment by observing their way to work
L	S	R	W								

Experiment
Most students
should start to
learn the
importance of
observation
Learning by
observing

**Communicative
structures**

What do you
think about.....?;
What happens
if.....?; Can you
see.....?; The
reason is that....
“WH” questions
Superlative (the
longest..)
Present simple
and interrogative
form

2	10 minutes	<p>Students should understand what are the communicating vessels and their principles. Most students should be able to observe the principle of the communicating vessels.</p>	<p>Teacher: shows the experiment in the classroom to the students and explain it to them. Students: observe the experiment; think about it; ask questions related to it, draw a picture on their notebook and write down the principles. Teacher: explains the homework.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Communicating vessels; shape; size; level; imbalance; apparatus Communicative structures:</p> <p>Communicative structures What would happen if I tilt the container?; In my opinion the water.....; What do you think?; Can you predict the outcome if...?;</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U2_L20-21_ALL1.ppt.pptx</p> <p>Communicating vessels water Notebook pen and pencil PPT LIM</p>	<p>Continuous assessment participating skills (answering, asking questions, positive approach) Valuating homework: accuracy and precision next lesson</p>
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3	2 minutes	Most students should be able to give feedback	Three hands" activity: like/dislike Teacher' role: asking agreement/disagreement about the ended lesson Students' role: answering through "three hands"	<p>Skills</p> <table border="1" data-bbox="1039 165 1283 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures I like it, I don't like it, It was funny, It is difficult, Please stop, I need help, We can go on</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_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx <p>Three hands (green, yellow, red)</p>	Assessment is not expected
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	(LESSON 22) Oral examination; water identity card
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 minutes	All students, one by one, are asked to present to the teacher the poster of the water cycle and to explain it Most students should review the main concepts and principles of water through the	Teacher: listens to students' presentation Students: each student presents his/her posters; other students listen carefully to the presentation of their classmates and start to create the cover for the identity card and start 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 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"> • PHOTOES_WATERCYCLEPOSTER.pdf • U2_L22_ALL22.1.doc (solution).docx • U2_L22_ALL22.1.doc.docx • U1_L17_ALLRubric assessment.docx Posters and ws 22.1	Fluency in speaking General comprehension and knowledge of the contents related to the water cycle Specific words related to the phases of the water cycle Assessment of the water cycle poster --> see the rubric assessment
L	S	R	W								

the
exercise

start to
complete
the ws 22.1

Key vocabulary

Water cycle;
evaporation;
condensation;
transportation;
runoff;
groundwater; rain;
hail; snow; vapor;
physical states;
physical state at
room
temperature;
color; residence;
taste; density;
melting point;
boiling point;
electrical
characteristic;
chemical
characteristic;
human body
percentage

Communicative structures

Could you tell me?; Can you show me....?; What does it represent?; Can you name the different phases?; Can you identify the different parts?; What is the function of....?

CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	(LESSON 23) Water surface tension - Experimental activity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Most students should recall and remember the concepts of cohesive forces	<p>Teacher/s: presents the daily lesson with a PPT</p> <p>Students: listen carefully to the teacher</p> <p>Teacher/s: stimulate students' thinking skill with some questions</p> <p>Most students should recall and remember the concepts of cohesive forces</p> <p>Questions to introduce the concept of the surface tension (images and visual support)</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 Elastic layer; cohesive; surface tension; weight</p> <p>Communicative structures can you read...?; Do you mind reading....?; Can the mosquitoes float on the surface?; What can you see in this image? Can you explain it also in Italian?;</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"> • U2_L23_ALL1.ppt.pptx <p>PPT and images (visual support) LIM</p>	Evaluation of the previous knowledge about concepts and vocab. (cohesive force)
L	S	R	W								

2	30 minutes	<p>Most students should be able to read and follow the procedure</p> <p>Most students should be able to observe the surface tension of water and how soap acts on it</p> <p>Most students should understand the principle of the surface tension</p> <p>Students should be able to work in pairs</p>	<p>Teacher/s: explains the aim of the experiment and repeat the property of the surface tension</p> <p>Students: listen carefully to the instructions and do the experiment</p>	<p>Skills</p> <table border="1" data-bbox="891 167 1234 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pepper; talc; washing soap; sprinkle; overflow; sink; pour; float; touch; finger</p> <p>Communicative structures Do you agree with the outcome?; What happens ...; What conclusion can you draw?; What is the function of....?; Don't let it overflow....; Don't exaggerate....;</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"> • U2_L23_ALL23.1.doc solution.docx • U2_L23_ALL23.1.doc.docx <p>Plate; water; pepper/talc; washing soap; Worksheet 23.1</p>	<p>Continuous assessment: participating skills (answering, asking questions, positive approach)</p>
L	S	R	W								

3	10 minutes	Most students, observing the video (link), should be able to check the experiment	Teacher/s: encourage students' attention on the video for a better comprehension of the experiment Students: focused on the video	<p>Skills</p> <table border="1" data-bbox="891 164 1236 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pepper; talc; washing soap; sprinkle; overflow; sink; pour; float; touch; finger</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	<ul style="list-style-type: none"> • U2_L23_ALL23.1.doc solution.docx • U2_L23_ALL23.1.doc.docx link Worksheet 23.1	Continuous assessment: participating skills (answering, asking questions, positive approach)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	7	Title	(LESSON 24) Water surface tension-Homework - Groups division
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Most students should be able to organize themselves Most students should be able to choose a topic studied during the project Most students should be able to create the sketch Inventing, planning	Teacher/s: explain the aims of the third module of the project; explain the division of the class in 6 groups Students: listen carefully to the instructions and to the explanation of the teacher; students are asked to organize themselves in groups and choice the topic of the sketch among the possibilities (proposed by the teacher) Teacher/s: explain the homework related to the third module and explain the ws 24.1 Remember the students to find some pictures on the web for the identity card Students: eac	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Act; sketch; play; role; topic; plan; project;</p> <p>Communicative structures How would you represent this?</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"> • U2_L23_ALL1.ppt.pptx • U2_L24_ALL24.1.doc.docx <p>Worksheet 24.1</p>	Assessment not expected
L	S	R	W								

2	2 minutes	Most students should be able to give feedback	<p>Three hands” activity: like/dislike Teacher’ role: asking agreement/disagreement about the ended lesson Students’ role: answering through “three hands”</p>	<p>Skills</p> <table border="1" data-bbox="981 204 1236 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures I like it, I don’t like it, It was funny, It is difficult, Please stop, I need help, We can go on</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>	<ul style="list-style-type: none"> • U1_L2_ALL2.2.doc.docx • U1_L3_ALL3.1.doc.docx <p>Three hands (green, yellow, red)</p>	<p>Assessment is not expected</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	8	Title	(LESSON 25) Capillary action of water - experimental activity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Most students should correct and understand through correction	Teacher/s: manage the correction and give more explanation Students: read the answer and correct the worksheet	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Surfactant; surface; active; agent; drag; molecule; soap; dirty</p> <p>Communicative structures Can you read....; Can you give me an example?;</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"> • U2_L24_ALL24.1.doc solution.docx Worksheet 24.2	Accuracy and precision in the homework
L	S	R	W								

2	10 minutes	Most students should understand the property of water to rise along narrow tubes (practical examples of daily life)	Teacher/s: introduce and explain the new topic Students: listen carefully to the teachers and try to give explanations	<p>Skills</p> <table border="1" data-bbox="902 167 1234 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary fibers; paper; wide; narrow; tubes</p> <p>Communicative structures Do you 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"> • U2_L25-26_ALL.ppt.pptx PPT and visual support LIM	Assessment not expected
L	S	R	W								

3	20 minutes	<p>Most students should understand the aims of the Experiment Most students should be able to observe the different phases of the experiment Most students should be able to manage the experiment Most students should be able to formulate some hypothesis Most students should deduce the principle/property doing the</p>	<p>Experimental activity Teacher/s: available to help students Students: focused on the experimental activity</p>	<p>Skills</p> <table border="1" data-bbox="900 164 1236 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Gravity; heavy; wet; fibers; paper; flower; hypothesis; formulate;</p> <p>Communicative structures Can you predict the outcome....?; Can you formulate hypothesis....?; What can you see....?;</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U2_L25_ALL25.1.doc.docx link Worksheet 25.1 PPT LIM</p>	<p>Continuous assessment: participating skills (answering, asking questions, positive approach</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	9	Title	(LESSON 26) The property of capillarity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Students are asked to read their answers, share their ideas to each other supported by the teachers (ws 25.1)	Plenary correction Teachers/s: listen to the students' answers and integrate their answers Students: read and integrate the answers (ws 25.1)	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Gravity; heavy; wet; fibers; paper; flower;	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"> • U2_L25_ALL25.1.doc.docx Ws 25.1	Teacher/s: assess the comprehension of the students from their answers to the questions
L	S	R	W								
2	25 minutes	Most students should be able to understand the property of capillarity with the support of images	Teacher/s: explain the new property of water step by step with the help of visual support. Encourage students' understanding	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L25-26_ALL.ppt.pptx • U2_L26_ALL.doc for teachers.docx • U2_L26_ALL26.1.doc.docx PPT LIM Visual support U2_L26_ALL.doc for teachers Ws 26.1 (With visual organizer)	Teachers assess the participation and the concentration during the explanation
L	S	R	W								

		<p>(reference to the PPT) Most students should understand the conceptual connections with the previous topics Most students should be able to create connections with the previous topics of water and with the outcomes of the experiment</p>	<p>with specific questions Students: are asked to watch the presentation of the teacher and try to answer to simple questions</p>	<p>Key vocabulary Adhesion; cohesion; attractive forces; stick; drag; capillarity; tubes; climb up; diameter; wide; narrow</p> <p>Communicative structures In this part of the lesson, due the complexity of the topics, teacher will explain the concepts using the L1 (code-switching) What can you see...? What is it...? Are they?; What does it happen...?; what is the difference...? In this part of the lesson, due the complexity of the topics, teacher will explain the concepts using the L1 (code-switching)</p>			
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CLIL Lesson Plan

Unit number	2	Lesson number	10	Title	(LESSON 27) Experimental activity: the colors of the rainbow
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35 minutes	Students are asked to manage an experiment following the instructions of a video (link) Students should be able to cooperate and work in group Students should be able to predict the results of the experiment, elaborating their ideas thinking about the concepts studied in the previous lessons	Teacher: shows the video and explain the material needed for the activity and the procedure Students: one by one prepare and organize the set for the experiment (back of the classroom)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Experiment; set; material; food coloring; cup; kitchen towel; amount; add; fold; play</p> <p>Communicative structures Imperative form for the instructions Can you predict the outcome/result of the experiment?; Remember...; Think about....</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"> • U2_L27_ALL27.1.doc.docx Material needed for the experiment (ws 27.1) LIM Video link	Teacher assesses the active participation of the students
L	S	R	W								

2	25 minutes	Students should be able to predict the results of the experiment, elaborating their ideas thinking about the concepts studied in the previous lessons	Students: read the questions of the ws 27.1 and try to understand the meaning They also have to complete the ws 27.1 in the following days when the experiment will be completed Teacher: help students and explain the homework	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures WH questions</p>	<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"> • U2_L27_ALL27.1.doc.docx <p>Ws 27.1</p>	Teacher will evaluate in the following days the answers accuracy of the ws 27.1
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CLIL Lesson Plan

Unit number	2	Lesson number	11	Title	(LESSON 28) Treasure Hunt game
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 minutes	Most students should demonstrate to cooperate in groups Most students should be able to respect the rules of the game Students are asked to be fast, discuss with their team mates and answer correctly Most students should be able find the clues and answer properly the questions	Teacher/s: Explain the rules and the aims of the game Students: listen carefully to the teachers' explanation Teacher/s: observe students during the game around the school and supervise the students. Available to help students Students: focused on the game	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Teammates; rules; cooperate; clues; find; hidden; upstairs;downstairs; stairs; gym; bathroom; in; around</p> <p>Communicative structures Imperative form: you have to...; It is allowed to...; You should.... Don't go there..., Hurry up....</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_L28_ALL.ppt.pptx • U2_L28_ALL1.doc (ex. for teacher).docx • U2_L28_ALL28.1.doc.docx <p>Worksheet 28.1 PPT LIM pen and pencil</p>	Continuous assessment: participating skills (answering, asking questions, positive approach)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	12	Title	(LESSON 29) Revision for the test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30 minutes	Most students should understand and correct their mistakes. Most students should reinforce their knowledge on the topic.	Plenary correction of the game Teacher/s: manage the correction Students: are asked to interact with teachers: answer the questions, correct the mistakes and take note if it is necessary Teacher/s: remind students to study for the test and handout worksheet 29.1 for a general repetition	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Phenomenon; physical states; formula; boiling water; molecule; tubes; communicating vessels and all the specific vocab. and concepts of the second unit of the project</p> <p>Communicative structures WH questions Do you mind reading...?; Could you read your answer...? Is it correct...?</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"> • U2_L28_ALL.ppt.pptx • U2_L28_ALL28.1.doc.docx • U2_L29_ALL29.1.doc.docx • U_L29_ALL29.1_SOLUTIONS.pdf <p>Worksheet 28.1 PPT LIM worksheet 29.1</p>	Teachers will announce the winner team and encourage students to study for the test
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CLIL Lesson Plan

Unit number	2	Lesson number	13	Title	(LESSON 30) II Science test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 minutes	Most students should be able to complete the test Most students should demonstrate a good level of participation	Teacher: explains the exercises of the test, also using the L1 Students: listen carefully to the teacher and ask more explanations if it is necessary Students are allowed to answer also in L1	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the voc. And concepts studied so far during the second unit of the project</p> <p>Communicative structures Imperative form: write ...; answer these questions....; choose the right answer; fill in the blanks..., complete the...; match...</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_L30_ALLtest.doc.docx <p>TEST</p>	Summative assessment: at the end of the second unite to identify possible problems and through which it's possible to check students' knowledge
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	(LESSON 31) Realization of some fun sketches: writing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 minutes	Most students should understand and correct the mistakes in the II Science test Most students should understand the aims of the new activity Most students should be able to organize themselves in groups Most students should be able to write simple scripts/dialogues	Teacher: at the beginning of the lesson the Science teacher calls the students one by one to show them the test (lesson 30) and highlights the mistakes. Teacher encourages students to correct and review the test at home Teacher: the CLIL teacher collects students' "identity card" Teacher/s: explain the aims	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the specific vocab. studied so far: play; act; sketch; script; dialogue; role; teammate; actor; actress; mistake</p> <p>Communicative structures You should play/act...; Why don't you?; What is your idea?; What do you think...?; In my opinion....; What information would you represent ...?;</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"> U2_L30_ALL test.solutions.doc.docx Pen, notebook, tests	Teachers evaluate the positive approach of the students: Continuous assessment: participating skills (answering, asking questions)
L	S	R	W								

explain the aims
of the third unite
of the project:
division of the
class in 6
groups; each
group has to
choose a
specific topic
studied during
the project;
each student
plays a
character/role;
the
dialogues/scripts
have the aim to
represent and
repeat some
specific
concepts
studied during
the project

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	(LESSON 32) Realization of some fun sketches: writing - second part		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	60 minutes	<p>Most students should be able to write simple scripts/dialogues</p> <p>Most students should understand the importance of being part of a group</p> <p>Most students should demonstrate eagerness</p>	<p>Students: are asked to create and play some dialogues; students organize themselves and create the settings for the sketches.</p> <p>Teacher/s: help students with the writing of the dialogues, giving some ideas. They support students with the correction/translation of the dialogues and with the pronunciation</p> <p>Science and CLIL teacher: assess the water identity card</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All the specific vocab. studied so far and used in the sketches: water pollution, waste water, experiment, surface tension, water pressure, all the words related to the water cycle,....</p> <p>Communicative structures How do you say in English the Italian word.....? How do you translate....? Please I need help! Teachers, can you come here...?</p>	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• PHOTOES IDENTITYCARD.pdf</p> <p>Pen, notebook Water identity cards</p>	<p>Teachers evaluate the positive approach of the students: creativity, originality, determination, pronunciation, preparation, eagerness and enthusiasm</p> <p>The teacher assess the water identity card: accuracy and precision, respect of the instructions, use of English language to make some taglines, quality of the work</p>
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CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	(LESSON 33) Realization of some fun sketches: playing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	120 minutes	<p>Most students should be able to use their creativity and fantasy to prepare the settings for the sketches</p> <p>Most students should understand the importance of being part of a group</p> <p>Most students should demonstrate eagerness</p>	<p>Students: organize themselves and create the settings for the sketches.</p> <p>Teacher/s: film the sketches</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 All the specific vocab. of the sketches</p> <p>Communicative structures Simple dialogues with the affirmative, interrogative form and negative form, WH-questions</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"> • SKETCHES.pdf <p>Tablet/camera; desk; chairs; instruments; bottles; blackboard; clothes; pins; glasses; pepper; plate; water; soap; See the sitography for the links of the videos (YOU TUBE)</p>	<p>Teachers evaluate the positive approach of the students: creativity, originality, determination, pronunciation, preparation, eagerness and enthusiasm</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	(LESSON 34) School trip in Fondo (TN):the “Casa dell’acqua” Museum		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	Schooltrip day	<p>Students should be able to remember, visiting the rooms of the museum, some concepts and topics studied during the project Students should be able to interact with the guide using specific language Students should be able to review the main topics of the project: Genesis of the Non Valley; building of the dam of Santa Giustina lake; rocks and morphology of Non Valley (canyon, fauna of Smeraldo lake); chemical and physical properties of water; the water cycle; examples of wasted water; video about the town of Fondo and the special clock (hydrochronometer); uses of water in the past</p>	<p>Teacher/s: manage the school trip and encourage students' speaking (SST) Students: interact with the museum guide: asking, speaking, answering Some groups complete the playing of their sketches using the scenography of the place</p>	<p>Skills</p> <table border="1" data-bbox="965 169 1240 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the specific vocab. studied so far</p> <p>Communicative structures What is it?; What are they?;What is your idea?; Do you remember.....?</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>	<ul style="list-style-type: none"> • Photoes.pdf • Completesitography.docx <p>Tablet/camera</p>	<p>Continuous assessment: participating skills (answering, asking questions, positive approach)</p>
L	S	R	W								