

CLIL Module Plan

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School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Scienze		Topic		Food
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	In this class there are 13 students. They are very smart and curious. They work well in team (big groups) , in pair but also by themselves. They like to learn new things.
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Students' prior knowledge, skills, competencies	Subject	Language
	Food and drink (C- Communicative- and C- Contest vocabulary) Classify healthy and unhealthy food (C- Content) Typical food in UK for Christmas (C- Culture)	Students can understand and answer simple questions: What is it? Is it good? Do you like it? Yes, I do/No, I don't. What's your favourite food? My favourite food is..(Bics) The teacher will introduce them : 1)the specific vocabulary : food; drinks, verbs related to food and drinks. 2)Structures: verbs like; present simple

Timetable fit	<input checked="" type="radio"/> Module	Length 9/10hours
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Description of teaching and learning strategies	Cooperative learning; Matching games; Song and role play; During my lessons, students will be involved in pair/groups works in order to encourage them to collaborate and to help each other. Matching games and role play will be part of the lessons in order to create a positive atmosphere. Scaffolding is an important step of my lessons because it will help students to communicate each other and to encourage the interaction with the teacher.
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Overall Module Plan

Unit: 1 what is it? Unit length: 2/3 hours	Lesson 1 Food
Unit: 2 let's talk about food and drink Unit length: 2/3 hours	Lesson 1 At the restaurant
Unit: 3 Food in UK Unit length: 1/2 hours	Lesson 1 Christmas in UK
Unit: 4 Healthy and Unhealthy food Unit length: 2 hours	Lesson 1 Healthy food

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Food
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	To be able to recognise the vocabulary about food.	The teacher reviews simple vocabulary about food using the board. The teacher asks: what is it? Is it something to eat or no? Then the teacher shows some flashcards to the class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Meat, Bread; fish; pasta; pizza; hamburger; french fries, eggs; apple; pear. etc</p> <p>Communicative structures The teacher asks; what is it? Is it sth you can eat? Pupils ask? Can you repeat slowly, please? Can you show me, please?</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	flashcards; songs, video; dice game	The teacher assess the ability to recognise and remember the vocabulary about food. The teacher evaluates how they work in group and the interest of the students.
L	S	R	W								

2	30 minutes	Listen to the teacher's instructions in L 2	Matching game: Students are divided into 3/4 groups (it depends on the numbers of the students). The teacher explains them in english that they are going to practice the vocabulary with a matching game. The winner team is the one who first complete the matching game.	Skills <table border="1" data-bbox="1167 165 1505 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary food vocabulary Communicative structures what is it? can you match this picture with....? Yes, I can. No, I can't. Is this correct? Is this wrong? Yes, it is. No, it isn't. Give me that. Whisper,please.	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	flashcards, video and songs	The teacher evaluate the group interaction and how they work togheter in order to achieve their goals faster the the other groups (and better).
L	S	R	W								

3	30 minutes	to be able to talk about their preference.	The teacher writes on the bord " food I like" and " "food I do not like". Children are called to classify food depend on what they like or they dislike.	Skills <table border="1" data-bbox="1167 877 1505 925"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary food Communicative structures Do you like...? Yes , No answer. What is your favourite dish/food? I like..... I don't like.... I prefer.....then..... My favourite food is.....	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	flashcards, board.	The teacher assess the interaction of the students with the all group.
L	S	R	W								

4	30 minutes	Listening to the teacher's explanation in L2. Can you cook?	Matching activity: match the cooking method with the definition. What's the order?. Put the sentences in order to make a recipe for a vegetable pizza!	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary food; mix, pour, roll, spread, grate, cut, bake, boil, fry, grill.</p> <p>Communicative structures Can you give me ...? Does they match together? Can you help me, please? Can you repeat, please? What are you doing? I am baking some bread. I'm cutting some bread.</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	worksheet, flashcards	The teacher evaluates how they work together.
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	At the restaurant
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	identifying vocabulary.	The teacher hides different flashcards in the class. Children are divided in groups and they are asked to search it and collect just the flashcards related with food and drinks.	<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, milk, coffee, coke, tea.</p> <p>Communicative structures to drink; what do you like to drink? Do you preferor..? I would like something to drink/eat... thank you, you are welcome not at all.</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	flashcards. matching games	The teacher assess how children work in group and how they recognise the specific vocabulary. (food)
L	S	R	W								

2	30 minutes/1 hour	Ordering at the restaurant	Children work in group. Some of them pretend to be waiters or waitress, while other are the guests. They are going to play the role and order what they want to eat and drink	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary vocabulary related to food and drinks, waiter, waitress, guest. Verbs: order, have.</p> <p>Communicative structures Can I order, please? Can/could I have some...., please? Would you like something to eat/drink? Can I have the bill, please?</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	flashcards, matching games, menu	The teacher evaluates how the groups work together and how they communicate in the role game (guest/customer vs waiter or waitress)
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3	1 hour	Listen to the teacher's instructions in L 2	In groups they have to create their own menu for their restaurant. They are asked to: choose a name for the restaurant, write the menu; write a price for each item on the menu.	<p>Skills</p> <table border="1" data-bbox="1155 165 1496 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary meals, menu, food and drinks, desserts</p> <p>Communicative structures What name do you prefer? Do you like...? I agree. I disagree. I prefer.... I like this name because it is.....(Funny, smart, long, short...)</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	flashcards.	The teacher evaluates how the group work together in order to prepare a menu for the resaturant.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Christmas in UK
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes/1 hour	Listening to the teacher in L2 Reading and guessing the meaning through pictures	matching games, video, word search.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Turkey and vegetable, chocolate coins, sweets, Christmas puddings, nuts, mince pies, orange, Brussels sprouts</p> <p>Communicative structures what is it? What do you think?</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	flashcards, matching games, video and songs about xmas in Uk (from the web Christmas song for children - Cocomelon)	the teacher assesses how the groups work (cooperative learning) and the use of the language.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Healthy food
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	identify/classify healthy food	The teacher will show to the class flash cards about food. Children are called to recognize healthy food.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary food vocabulary</p> <p>Communicative structures Is it healthy or unhealthy? What is it? This is healthy, isn't it?</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	flashcards, board	The teacher evaluates how children listen and participate during the lesson.
L	S	R	W								

2	30 minutes/1 hour	Make a pyramid with food	Children are divided in group and they have to think about heathy and unhealthy food. After that, they have to fill some flash cards in a blank pyramid. At the end, the teacher will show them the correct Food pyramid.	<p>Skills</p> <table border="1" data-bbox="1182 164 1525 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary food and drink vocabulary</p> <p>Communicative structures What do you think about....? Do we need more pasta or more meat? Ishealthy? Where can I put this?</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	Blank pyramid food, flashcards	The teacher evaluates how children work in group.
L	S	R	W								

3	1 hour	Listening to the teacher in L2 Create e Pyramid food for the class	The class is divided in three/four groups and they are asked to create a big food Pyramid to hang in a wall of the classroom.	<p>Skills</p> <table border="1" data-bbox="1182 896 1525 944"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary food and drink vocabulary cardboard, scissors, colours, pencils, rulers.</p> <p>Communicative structures can you help me? can you give me ...?</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	cardboard, coloured papers, scissors, pencils, rubbers, sharpner, ruler, marker, glue.	The teacher evaluates how they collaborate and the use of the language.
L	S	R	W								