

# CLIL Module Plan

<b>Author(s)</b>	Roberta Fia				
<b>School</b>	Scuola primaria di Dro				
<b>School Grade</b>	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Scienze	<b>Topic</b>	Materials and recycling		
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The students all come from the local area and Italian is their first language. This year they have just started learning English. Their English lessons focus more on understanding and recognising words, rather than production of the language. They have also just started Technology lessons in English and this is their first experience of CLIL. The teacher is the only adult present in this lesson. This is the teacher's first experience of teaching CLIL, too. The students are used to working independently and in small groups.</p>
--	---

<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	The students are familiar with this topic and vocabulary in Italian.	In their English lessons the students are currently seeing and hearing the structure "is made of", so they should be able to understand it when they hear and see it in the first lesson. The other language will be new to them.

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 6 hours
----------------------	---	----------------

**Description of teaching and learning strategies**

The module includes many opportunities for whole class discussion and interaction as well as working in pairs and small groups. There is Cooperative Learning (learning in pairs and small groups), and Task based learning (junk modelling and poster). There is a mix of different activity types: worksheets, discussions, videos, and two tasks, which all reinforce the language of the module. There is also a mix of use of images, words, songs, writing to reinforce all the language in different ways.

# Overall Module Plan

<b>Unit: 1</b> Materials <b>Unit length:</b> 2 h	<b>Lesson 1</b> What are things made of
	<b>Lesson 2</b> Describing materials
<b>Unit: 2</b> Reduce, reuse, recycle <b>Unit length:</b> 2 h	<b>Lesson 1</b> Reduce, reuse, recycle
	<b>Lesson 2</b> Reuse: Junk modelling
<b>Unit: 3</b> What can we do? <b>Unit length:</b> 2 h	<b>Lesson 1</b> What can we do to help the Earth?
	<b>Lesson 2</b> Poster making

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	What are things made of
--------------------	---	----------------------	---	--------------	-------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Identify the materials: wood, metal, glass, etc. and identify objects made of these materials.	The teacher will play the video and pause it when instructed. The students will watch and listen. When the video is paused the teacher will ask the whole class, and afterwards individual students the question "What is made of .....?". The students will be expected to only point to or say in Italian an object made of this material.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> wood, metal, glass, rubber, fabric, stone and plastic</p> <p><b>Communicative structures</b> What is .... made of? ... is made of ....</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	Video: <a href="#">link</a>	Performance Assessment.
L	S	R	W								

2	20 minutes	Complete worksheets: Identify and write the materials: wood, fabric, plastic, glass, metal and paper. Identify what objects are made of and be able to say the materials.	Teacher gives the students the worksheets. Students work in pairs and write the names of the materials under the pictures. The teacher puts the answers on the board for students to check all together. Then, again in pairs, the students look at the chart and tick what materials the objects are made of. and practise saying the words. The teacher checks answers all together by using the real objects in the classroom. The teacher will also encourage the students to ask about other objects in the classroom.	<p><b>Skills</b></p> <table border="1" data-bbox="1189 165 1529 209"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> wood, fabric, plastic, glass, metal, paper</p> <p><b>Communicative structures</b> Look and write. Look and tick. Say... What is this? This is ...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Formative assessment.
L	<b>S</b>	R	W							

3	20 minutes	Complete worksheet 2: complete the sentences saying what the objects are made of. Students will recognise the structure . .... is made of ....	The teacher gives the students worksheet 2 and asks them to complete the sentences with the correct materials. At the end the teacher asks students to read out their answers.	<p><b>Skills</b></p> <table border="1" data-bbox="1189 877 1529 920"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The materials and other objects in the classroom.</p> <p><b>Communicative structures</b> Look. Complete the spaces. Write the materials in the spaces. Read number ....</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Formative assessment.
L	<b>S</b>	R	W							

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Describing materials
--------------------	---	----------------------	---	--------------	----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Learn adjectives to describe materials	Rewatch the video from lesson 1 and teacher pauses the video when the adjectives are on the screen. The teacher asks the students to identify other objects in the classroom which can be described with these adjectives.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> hard, brown, silver, shiny, transparent, fragile, stretchy, waterproof, absorbent, durable</p> <p><b>Communicative structures</b> Look around and touch something .... 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	<a href="#">link</a>	Performance assessment
L	S	R	W								

2	20 minutes	Students complete a worksheet identifying which adjectives can be used to describe different objects.	Teachers gives students the worksheet and asks the students to work in groups to tick the relevant spaces. At the end the teacher asks students to read the adjectives for each object.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> hard, brown, silver, shiny, transparent, fragile, stretchy, waterproof, absorbent, durable</p> <p><b>Communicative structures</b> Complete the spaces. Read the adjectives ...</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	worksheet.	Performance Assessment.
---	------------	---	---	---	--	------------	-------------------------

3	20 mins	Write the adjectives to describe the objects. Students start to recognise the words for the objects.	Teacher gives the students the worksheet and students work in pairs to complete the spaces with the correct adjectives. The teacher monitors the activity.	<p><b>Skills</b></p> <table border="1" data-bbox="1182 164 1523 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b> hard, brown, silver, shiny, transparent, fragile, stretchy, waterproof, absorbent, durable</p> <p><b>Communicative structures</b> Write the adjectives in the spaces. Repeat the names of the objects</p>	L	S	<b>R</b>	<b>W</b>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Peer Assessment.
L	S	<b>R</b>	<b>W</b>								



# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Reduce, reuse, recycle
--------------------	---	----------------------	---	--------------	------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Students will understand and be able to repeat the terms reduce, reuse, recycle; they will also learn the structures .....with....., separate	Students watch the video two or three times to learn the song about reduce, reuse and recycle.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> paper, plastic, tin, glass with separate (verb)</p> <p><b>Communicative structures</b> Repeat and sing the song.</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	video: <a href="#">link</a>	Performance Assessment
L	S	R	W								

2	40 minutes	Students can separate the different materials and start to understand how much rubbish they throw away.	The teacher places a large empty box in each of the four corners of the classroom. The students assign a material to each box: paper, glass, metal, plastic. The students choose one student to be responsible for each box. These students must check that the items being placed in the boxes are correct. Using clean rubbish that the students have brought in from home, students separate their individual rubbish into the paper, glass, metal and plastic boxes, repeating the words from the song: put paper with paper, or separate plastic and paper etc.	<p><b>Skills</b></p> <table border="1" data-bbox="1189 165 1529 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> paper, glass, tin (metal), plastic</p> <p><b>Communicative structures</b> Put ..... with ..... Separate ..... and .....</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	4 large cardboard boxes and items brought from home by students	Peer Assessment
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Reuse: Junk modelling
--------------------	---	----------------------	---	--------------	-----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 minutes	Students create and build a robot from used materials collected at home.	The teacher uses the interactive whiteboard to show the students some different robots made from junk modelling. The students then work together in small groups, using items that they have collected from home, such as old plastic bottles, boxes, cartons, etc, to make a group robot. At the end the students present their robots saying what they are made of.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> plastic, paper, fabric, wood</p> <p><b>Communicative structures</b> This robot is made of ....</p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Children bring items from home.	Performance Assessment.
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	What can we do to help the Earth?
--------------------	---	----------------------	---	--------------	-----------------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	45 minutes	Students identify the problems making the Earth sick due to pollution, and what they can do to help.	Teacher shows students a PDF file via the interactive whiteboard. At the second page 'Why?' the teacher asks the students what is making the Earth sick. The teacher translates their ideas into English, writing them on the board in a simplified form, ensuring that the main ideas from the next slide appear. At the fifth page 'How can I help the Earth?' the teacher again asks the students for their ideas and translates them into English, writing them on the board, ensuring that the ideas from the next page appear.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Pollution, turn off, plant, reduce, reuse, recycle</p> <p><b>Communicative structures</b> Why? What can we do? I can ....</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		Performance Assessment
L	S	R	W								

2	10 minutes	Students learn a song in order to repeat the language from the previous activity.	Teacher shows students a video with a song which repeats the actions that people can do to save the Earth. Students try to sing along and learn the main ideas.	<p><b>Skills</b></p> <table border="1" data-bbox="1189 167 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> We can save the Earth. Turn off the lights. Turn off the tap. Reduce, reuse, recycle</p> <p><b>Communicative structures</b> What can we 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	<a href="#">link</a>	Performance Assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Poster making
--------------------	---	----------------------	---	--------------	---------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	Having seen and heard the main vocabulary about materials and recycling, the students now show what they have learnt by working together to design a poster.	In pairs, students decide what to put on a poster and create the poster using paints. Teacher encourages the students to also use some of the words that they have learnt over the last 5 lessons.	<p><b>Skills</b></p> <p>L <b>S</b> R <b>W</b></p> <p><b>Key vocabulary</b> plastic, glass, paper, metal, reduce, reuse, recycle, we can .., turn off ..</p> <p><b>Communicative structures</b> What can we do?</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Large pieces of paper, paints	Performance assessment