

# CLIL Module Plan

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<b>School Grade</b>	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
<b>School Year</b>	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input 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 class is formed by 16 children: 7 girls and 9 boys. All of them are interested in learning and most of the pupils show enthusiasm for new proposals; but a few of them have still difficulties in self-regulation and attention. They require constant care by the teacher. A child has got a BES certification, he can hardly follow the activity and respect the rules so, during the lessons, there is always another teacher supporting the class teacher. The class teacher, Chiara Poletti 20 years experience in primary school (subjects Italian and History), is teaching English and CLIL for the first time.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Speaking in Italian, the children have a basic knowledge about the materials, at least the most common of them. Through realia activity and pictures, it is possible activating that prior knowledge, to start recognise of which material are the objects made and to learn the related English words. They are also familiar with the concept of recycling, but they are not sure about what can be recycled and in which way, especially at school, because the bins are different from home.</p>	<p>About the English language: the children are completely beginners. In the first grade they are learning how read and write in their mother tongue, which has its own rules pretty different from the ones of English written, so it is very important to teach only by using English spoken and hardly ever written. Most of the children know some English words, thanks to the Kindergarten, but they have a very basic vocabulary: colours, some animals and some greetings.</p>

<b>Timetable fit</b>	© Module	Length 2 unit - 6 lessons (12 hours)
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<b>Description of teaching and learning strategies</b>	<p>2020-2021 school year has been different from everyone else in the past. The covid-19 epidemic has changed our lives in every aspect and also the school had to apply the distance rules. Many activities, based on cooperative learning, have to be adapted because children must keep distance and clean hands, and they are not allowed to have objects exchange while working.</p> <p>Strategies: - Use of realia in order to give students the opportunity to concretely experience what they are learning. In this way children are more involved: they can observe and, after having hands sanitized, even touch the materials they are talking about. - To teach the language connected to expected learning outcomes: videos (youtbe and edpuzzle) and frequent word and phrase repetition. - To promote interaction and communication during the lesson: call very often every student, let them free to speak in Italian if they are not feeling quite confident (the teacher says: "yes, very good" and repeats it in English), group work (as far as possible) and pair work; so students can share ideas and knowledge, they can support each other and learn how to negotiate different points of view. - Learning activities connected to expected learning outcomes: children differentiate between an object and what it is made of. They learn to identify a range of different materials. Further step is thinking about what happens when we don't need objects anymore, learning what and how they can be recycled. - Materials to support content and language scaffolding: labels and posters around the classroom and worksheets in the notebook for individual work, that allow children to fix the concepts learned during the lesson.</p>
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# Overall Module Plan

<b>Unit: 1</b> Everyday objects and the material they are made of <b>Unit length:</b> 3 lessons (6 hours)	<b>Lesson 1</b> What are they made of?
	<b>Lesson 2</b> Matching object-material
	<b>Lesson 3</b> Wood
<b>Unit: 2</b> Recycling <b>Unit length:</b> 3 lessons (6 hours)	<b>Lesson 1</b> What is recycling?
	<b>Lesson 2</b> Recyclable and residual waste
	<b>Lesson 3</b> Recycling at school

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	What are they made of?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	- making suggestions\predictions - exploring various objects - understanding the function - working together - social skills	The teacher stimulates children's curiosity through a big carton box, where she previously has hidden some objects in separate garbage bags: a book, a magazine, some pieces of lego, glass and plastic bottles, a glass, a jar, a pencil, wooden and metal spoons... The teacher asks for predictions: what do you think... can you imagine... The children work in pairs: every couple get a bag and, only by touching, they try to guess what is in it. The teacher helps the children asking: what is it? What do you think? She also teaches the correct answer in English: it is a...	<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> objects, book, magazine, toy, bottle, spoon, jar...</p> <p><b>Communicative structures</b> What do you think? Can you imagine... What is this? This is a...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>mystery object of choice: box, garbage bags</li> <li>assortment of familiar objects for students to explore</li> </ul>	Formative assessment
L	S	R	W								

2	20 minutes	- exploring various objects - verifying hypothesis - understanding functions - listening to the mates - social skills	The class observes one bag at a time, the children say to the class what they thought, then the bag is opened and the hypothesis is verified or not.	<b>Skills</b> <div style="border: 1px solid black; display: flex; justify-content: space-between; padding: 2px;"> <span style="background-color: black; color: white; padding: 2px;">L</span> <span style="background-color: black; color: white; padding: 2px;">S</span> <span style="padding: 2px;">R</span> <span style="padding: 2px;">W</span> </div> <b>Key vocabulary</b> objects, book, magazine, toy, bottle, spoon...  <b>Communicative structures</b> What is this? This is a...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	mystery object of choice: box, garbage bags	formative assessment Focus on communication skills: children respond to the teacher's questions in English and practise the vocabulary
3	10 minutes	knowing the name of the main materials	What do those objects have in common? Among the similarities, there is the material with which are made. The children see two videos on youtube: "Is it metal/plastic/wood/glass?" "Materials □ Vocabulary □ English for Kids □ Grammar for Kids" in order to teach the main words the children need: plastic, metal, paper, glass, wood.	<b>Skills</b> <div style="border: 1px solid black; display: flex; justify-content: space-between; padding: 2px;"> <span style="background-color: black; color: white; padding: 2px;">L</span> <span style="background-color: black; color: white; padding: 2px;">S</span> <span style="padding: 2px;">R</span> <span style="padding: 2px;">W</span> </div> <b>Key vocabulary</b> plastic, metal, paper, glass, wood  <b>Communicative structures</b> watch the video listen carefully	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• links.pdf</li> </ul> Interactive whiteboard, the internet	the teacher checks if the children pay attention and understand the videos

4	30 minutes	- learning the name of the main materials - working together for a common task - social skills - expressing themselves through drawing	The class is divided in 5 groups: one material each. Every group should choose objects made with that material and every child has to draw at least one of them.	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	white sheets	The teacher checks if the children follow, step by step, all the given instructions.
				L S R W			
				<b>Key vocabulary</b> objects name materials			
				<b>Communicative structures</b> this is made of...			

5	20 minutes	- learning the name of the main materials - organising information - summarising	At the end of the lesson, every group shows their drawings and sticks them on a big poster, in their related sector.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	a big poster, divided in 5 sectors	Summative assessment: children answer orally to the teacher's questions
				L S R W			
				<b>Key vocabulary</b> materials			
				<b>Communicative structures</b> what is this? what is this made of?			

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Matching object-material
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	- understanding that an object can be made out of different materials. - recognising the material.	In this lesson, children develop their understanding of familiar objects (including the purposes for which these objects are used, the materials from which they are made) through a variety of explorations and investigations. Some materials may be more suitable than others for particular uses or for manufacturing specific objects. The teacher shows 5 objects made of different materials, that the children have already known in the previous lesson.	<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, glas, plastic, wood, metal</p> <p><b>Communicative structures</b> What is this made of? This 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	target objects	Formative assessment: the teacher observes what the children have understood and what they remember from the last lesson.
L	S	R	W								

2	50 minutes	<p>- improving children's observation skills - orientating themselves inside the school building - working together - staying focused also outside the classroom</p>	<p>The teacher asks: "What is this made of?" and helps student to learn the correct answer. Besides the target objects, the teacher shows also pictures of other things. Every child tries the answer. Working in pairs, the children make question and answer, asking about what they see all around the classroom. The activity is repeated 4 times, changing pairs every time: twice in the schoolyards, once in the gym and once in the computer room.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1032 165 1364 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> paper, glass, plastic, wood, metal, school objects</p> <p><b>Communicative structures</b> what is this? this is a what is this made of? this is made of</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>target objects pictures interactive whiteboard</p>	<p>Focus on communication skills: children ask and reply practising the vocabulary</p>
L	S	R	W								

3	40 minutes	<p>- recognising the material - practicing recording from first-hand observation - classifying</p>	<p>The last task of the lesson is an individual one: every child has a worksheet with 5 spaces, one for each material. They have to draw five different things, remembering and choosing among the objects they saw in the school.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1032 1037 1364 1080"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> metal wood paper plastic glass</p> <p><b>Communicative structures</b></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>• U1 L2 A3 worksheet.pdf worksheets</p>	<p>summative assessment</p>
L	S	R	W								



# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	Wood
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	- making a connection between trees and wood. - Identifying plants as natural resources. - Reviewing (trees and living things) - following movement instructions	The teacher introduces the topic "trees" and activates children's prior knowledge. The children have already learnt games ad songs about this topic. The class sings and plays You are trees! Touch\move\shake\ your roots\trunk\branches...	<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, plants, trees, parts of a plant</p> <p><b>Communicative structures</b> movement verbs orders</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>links.pdf</li> </ul> video song interactive whiteboard the internet	Formative assessment: the teacher observes the participation and the permanence of the previous learning.
L	S	R	W								

2	30 minutes	- Identifying a variety of products made of wood. - making a connection between trees and wood.	The teacher shows only the objects made of wood. The class talks about the wood processing. The teacher introduces the related words: plant, grow and cut. The class watches two videos about wood cut processing on you tube.	<b>Skills</b> <table border="1" data-bbox="1057 165 1397 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> wood, plants, trees, to plant, cut and grow  <b>Communicative structures</b> Simple phrase: subject and verb	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>links.pdf</li> </ul> realia videos interactive whiteboard the internet	formative assessment
L	S	R	W								

3	30 minutes	- practising vocabulary - working together - mime	The children are divided in group of three, which has to mime the wood production process, saying what it happens. (one child is the logger who plants and cuts the tree, one pupil is the tree that grows and at the end falls, the last child is the speaker who explains what happens). Every group plays for the whole class, in order to repeat many times the phases. The teacher could also shoot some videos, the children love act and the "trees" falling make them laugh a lot.	<b>Skills</b> <table border="1" data-bbox="1057 799 1397 844"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> tree, plant, cut, wood  <b>Communicative structures</b> before we plant a tree then the tree grows at the end we cut the tree	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	videocamera \ smartphone	formative assessment
L	S	R	W								

4	30 minutes	ordering informations knowing the wood production process phases	At the end of the lesson, the children have an individual task on a worksheet: cut and paste in the correct order the wood cut process drawings and say it orally.	<p><b>Skills</b></p> <table border="1" data-bbox="1055 165 1400 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> tree, grow, plant, cut</p> <p><b>Communicative structures</b> before we plant a tree then the tree grows at the end we cut the tree</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"> <li>• U1 L3 A4 worksheet.pdf</li> </ul> <p>worksheets</p>	summative assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	What is recycling?
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	30 minutes	<ul style="list-style-type: none"> <li>- understanding problems connected to waste management - recognising which actions are "ecofriendly" and which are not - classifying different kind of waste - listening and understanding - guessing the meaning from the context</li> </ul>	<p>In order to stimulate children's interest about the topic (waste problem), the teacher shows pictures about spaces abandoned and full of waste. Children should become aware that each person is responsible of the environment and that lots of small actions can make a difference, usually they are easily involved in enviromental question. After this warm up activity, the teacher shows some videos to give them the vocabulary needed but, before watching, she asks for carefully listening, in order to discover the meaning of the main words of this topic. The teacher writes on the blackboard these words: planet, Earth, waste, resources, recycling</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1055 164 1400 209"> <tr> <td style="background-color: black; color: white;">L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> waste, environment, resources, materials, paper, plastic, metal, glass, organic, planet, Earth</p> <p><b>Communicative structures</b> look at the video and listen carefully to find out what is...</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input type="checkbox"/> Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• links.pdf</li> </ul> <p>interactive whiteboard the internet blackboard</p>	formative assessment
L	S	R	W								

2	60 minutes	<ul style="list-style-type: none"> <li>- working togheter (social skills) - being creative - thinking solutions for encouraging recycling in</li> </ul>	<p>The class talks about different ways people can recycle. The teacher asks students how they recycle at home. So it turns up that objects can be separated into five</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1055 1273 1400 1318"> <tr> <td style="background-color: black; color: white;">L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input checked="" type="checkbox"/> Pair work</li> <li><input type="checkbox"/> Individual work</li> </ul>	posters	formative and summative assessment
L	S	R	W								

their  
community.

categories, when you need to get rid of them: e-waste, organic, paper, glass, plastic and metal. E-waste cannot be recycled, instead of the others that can be broken down and made into new items. There is a discussion on ways to help people become aware of recycling and how to recycle appropriately. The children speak in Italian, the teacher underlines the main concepts repeating them in English. The children work in pairs to make a poster to help others understand the importance of recycling. They draw and write short texts, using the words on the blackboard. Some children create a slogan and the teacher helps them to translate it in English. When pupils are done with their posters, they show them to the whole class and then they hang them up around the school.

### **Key vocabulary**

waste recycling Earth e-waste, organic, paper, glass, plastic and metal bin

### **Communicative structures**

Where do you throw it away? Can you recycle it?

3	20 minutes	knowing what is recycling classifying ordering informations	Children work alone on the "What is Recyclable?" worksheet. They cut drawings of rubbish in the worksheet and stick them in the notebook in the correct column: recyclable - non recyclable	<p><b>Skills</b></p> <table border="1" data-bbox="1057 165 1397 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> e-waste, organic, paper, glas, plastic metal bin</p> <p><b>Communicative structures</b> Following instructions: open your notebook use scissors and glue cut it and paste in...</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"> <li>• U2 L1 A3 worksheet.pdf</li> </ul> worksheets	summative assessment about the lesson
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Recyclable and residual waste
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	-knowing what is recycling process - remembering the vocabulary	The class sees again one of the video of the previous lesson to refresh the vocabulary. Then the teacher displays on the interactive whiteboard some quiz games created on wordwall (matching the trash and the correct recycling bin)	<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> e-waste, paper, glas, plastic, organic, metal, bin, the colours</p> <p><b>Communicative structures</b> Where do you throw it away? Which bin do you need?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>links.pdf</li> </ul> interactive white board quiz on wordwall video	formative assesment
L	S	R	W								



2	40 minutes	- following complex instructions - transforming informations - developing dexterity	The children work alone. Everyone has 5 coloured sheets (the colours of the bins in the classroom) Cutting and pasting, they have to make five bins and glue them in their notebook. In addition they also have to stick a label on every bin and draw something on it, in order to remember what kind of waste can be in it.	<b>Skills</b> <table border="1" data-bbox="1059 167 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> e-waste, paper, glas, plastic, organic, metal, bin, the colours  <b>Communicative structures</b> Following instructions: open your notebook use scissors and glue cut it and paste on... draw something	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	green, yellow, brown, blue, white sheets	The teacher observes the children at work: Did they listen to the task? Are they able to work in autonomy? Do they remember what they have done before?
L	S	R	W								

3	30 minutes	- remembering - using knowledge - listening and understanding	the children work alone on a summative test: - colour the bins by listening the intructions - colour the circles under the trash drawings with the colour of the correct bin, in wich they can be recycled in our classroom	<b>Skills</b> <table border="1" data-bbox="1059 865 1397 909"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> e-waste, paper, glas, plastic, organic, metal, bin, the colours  <b>Communicative structures</b> take a (colour) pencil colour the bin number...	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"> <li>U2 L2 A3 worksheet.pdf</li> </ul> test sheets	summative assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	Recycling at school		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	80 minutes	<p>Citizenship Education Curriculum: - developing responsible citizens able to play an active part in democratic society - increasing respect in relations with other children and adults, on the basis that everyone belongs to the same school, local, national and international community</p>	<p>As primary school pupils, the children spend eight hours in school every school day. We all desire clean classrooms, tidy playgrounds and hygienic bathrooms. As rational and reasonable people, who care about our environment, we have to take action to clean the place and to keep it clean. The teacher provides gloves, bags, brooms and dustpans. The children are divided in teams of 3. Every team has to care of a piece of the schoolyard and a piece of the ground floor, where is our classroom. The children collect the rubbish, , it was surprising how much there was, and then they separate the waste and throw it into the correct bin.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1099 165 1442 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Teams, clean, waste, bins, recyclable non-recyclable, work</p> <p><b>Communicative structures</b> Let's work together, let's start...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>Gloves, bags, brooms and dustpans</p>	<p>formative assessment</p>
L	S	R	W								

2	30 minutes	- cooperating with others - having good shared memory	<p>At the end of this unit the class celebrates that we are "champions in recycling", because we care our planet that is our home. The children work in pairs. Everyone makes a medal for the mate. They ask: "What colour do you like?" and reply: "I like...." Then they colour the medal, paste it on the carton, cut, put a string in it and at the end switch it with the one made by their friends. In this way every child makes and receives a gift.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1099 165 1442 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> medals, colours, cut and paste, string</p> <p><b>Communicative structures</b> what do you like? i like...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U2 L3 A2 medals.pdf</p> <p>medals, carton, strings</p>	formative assessment
L	S	R	W								