CLIL Module Plan

Author(s)	STEFANIA DAL	STEFANIA DAL PRA							
School	I.C. Altopiano	I.C. Altopiano di Pinè							
School Grade	Primary			O Midd	le			O Hig	jh
School Year	01	02		● 3 ○ 4			0 4		0 5
Subject	Geografia	Geografia Top				The	oceans		
CLIL Language	English				0 D	euts	ch		

Personal and social-cultural preconditions of all people involved

The Istituto Comprensivo Altopiano di Pinè is composed by one Middle School and three Primary Schools, located in Baselga di Pinè, Bedollo and Miola. All of them have a different CLIL programme, in Baselga di Pinè CLIL is taught in German, while in the other two Primary Schools the CLIL methodology concerns subjects in English: PE, Geography, Art, Music and ICT. The class involved in this project is located in the school of Miola. The teacher is the only adult during all CLIL lessons apart from the PE lessons, where the coteaching is necessary. This is the teacher's first experience in teaching applying CLIL methodology and it's the first year working with this class. In the class there are 12 students, none of them has special needs.

Students' prior knowledge, skills, competencies

Subject

The CLIL methodology has been used in teaching four subjects (Geography, P.E., Art and Music) since the first grade. For what concerns Geography, during the third school year, they have already attended lessons about jobs related with the subjects (the geographer, the engineer, the biologist etc.), the different types of maps (political, physical, thematic), some of the landforms (in particular the mountains and the plains) and the weathering.

Language

L2 vocabulary related to prior subject knowledge (maps, landforms etc.), present simple tense, affirmative/negative/ interrogative sentence structures, some passive forms (to be formed, to be made). Simple structures to interact with the peers and ask/answer to the teacher.

Timetable fit

Module

Length 8 hours (55 minutes)

Description of teaching and learning strategies

At the beginning of the lesson the students are asked to recap the previous knowledge and then the teacher introduces the new topic. First of all the teacher conducts a brainstorm on the ideas/experiences children can tell about the new topic. Then as an introduction could be used a video, a song, flashcards or some photos to make a warm up activity. After the brainstorming or the warm up activity, pupils are involved with the main activity that should be attractive for them, working in groups, using templates, listening to a story, watching a video in order to boost a peer cooperation. At the end of a lesson is better to recall what has just be done and ask if everything is clear about the given informations.

Overall Module Plan

Unit: 1

The oceans

Unit length: 8 hours

Lesson 1

Introduction to water environments

Lesson 2

The oceans

Lesson 3

The movements of the water

Lesson 4

The effects of water on the coasts

Lesson 5

Coral reefs

Lesson 6

Art lesson 1

Lesson 7

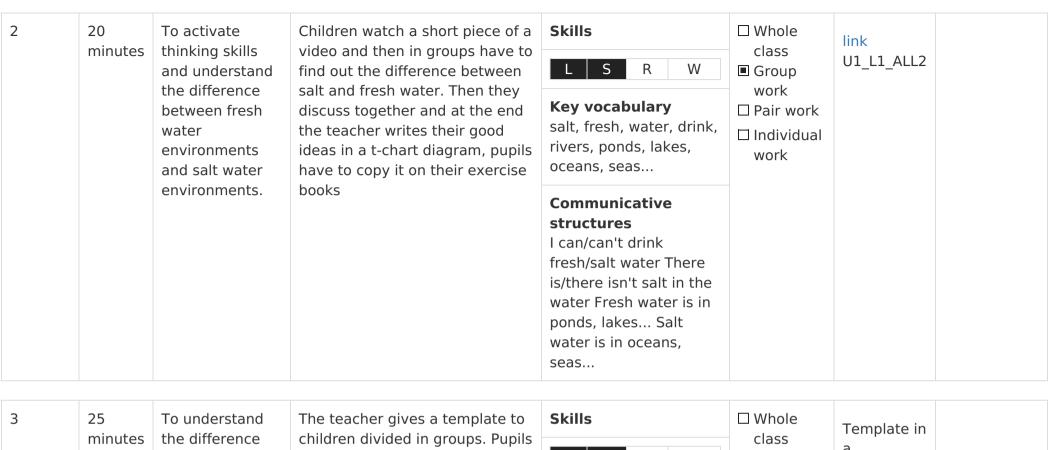
Art lesson 2

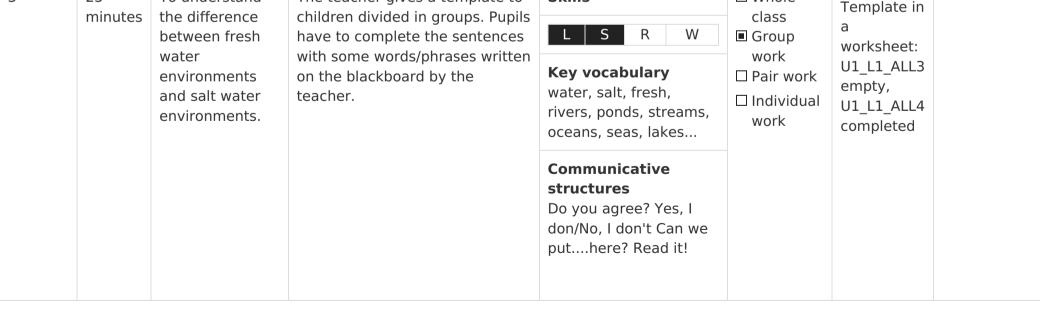
Lesson 8

Summative assessment

Unit number 1 Lesson number 1 Title Introduction to water environments

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	To activate thinking skills	Brainstorming activity, where children are asked to answer a	Skills L S R W	■ Whole class	U1_L1_ALL1	
			question written on the blackboard and give their opinions, recalling their personal	Key vocabulary Earth, planet, blue,	☐ Group work ☐ Pair work		
			knowledge or experience. The question is "Why is the Earth	green, water, trees	□ Individual work		
			called The Blue Planet?" The teacher creates a mind map on the blackboard with all the ideas that come out.	Communicative structures It's blue because Do you agree?			





 Unit number
 1
 Lesson number
 2
 Title
 The oceans

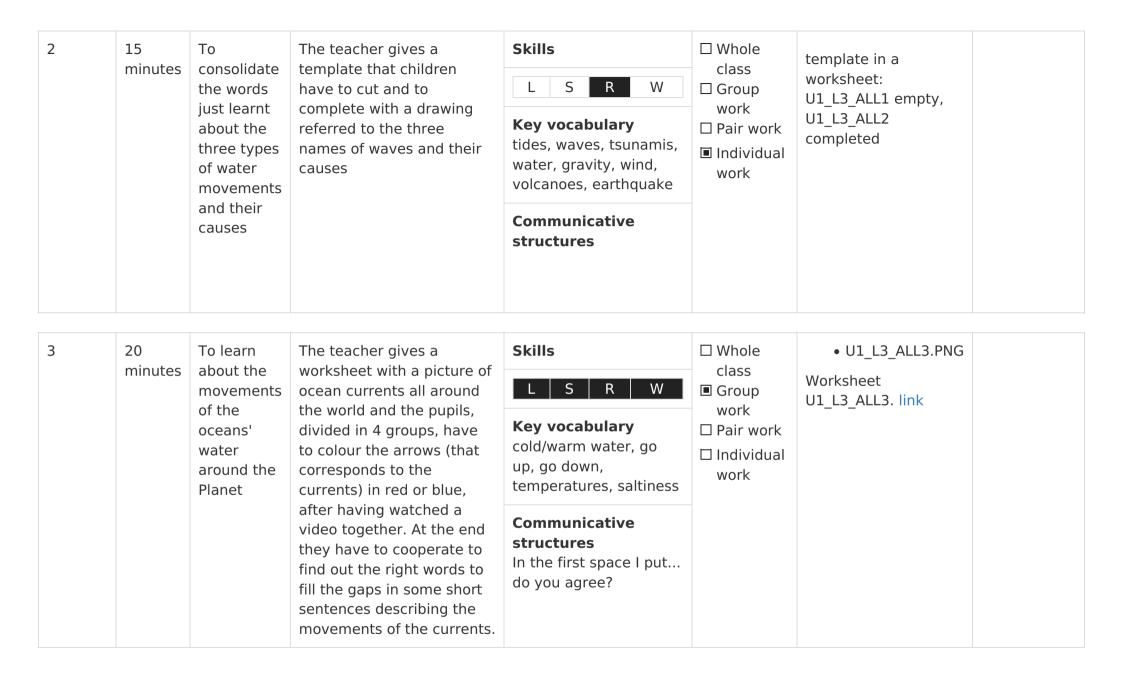
Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 minutes	To recall the concepts of the previous lesson	Teacher shows an image of the Earth and ask questions to check if the children remember the first lesson on water environments	Key vocabulary fresh and salt water, water still, water flows, rivers, lakes, seas Communicative structures Why the Earth is called Blue Planet? An example of fresh water environment? An example of salt water environment? Do you remember the percentage of the water cover?	■ Whole class □ Group work □ Pair work □ Individual work		

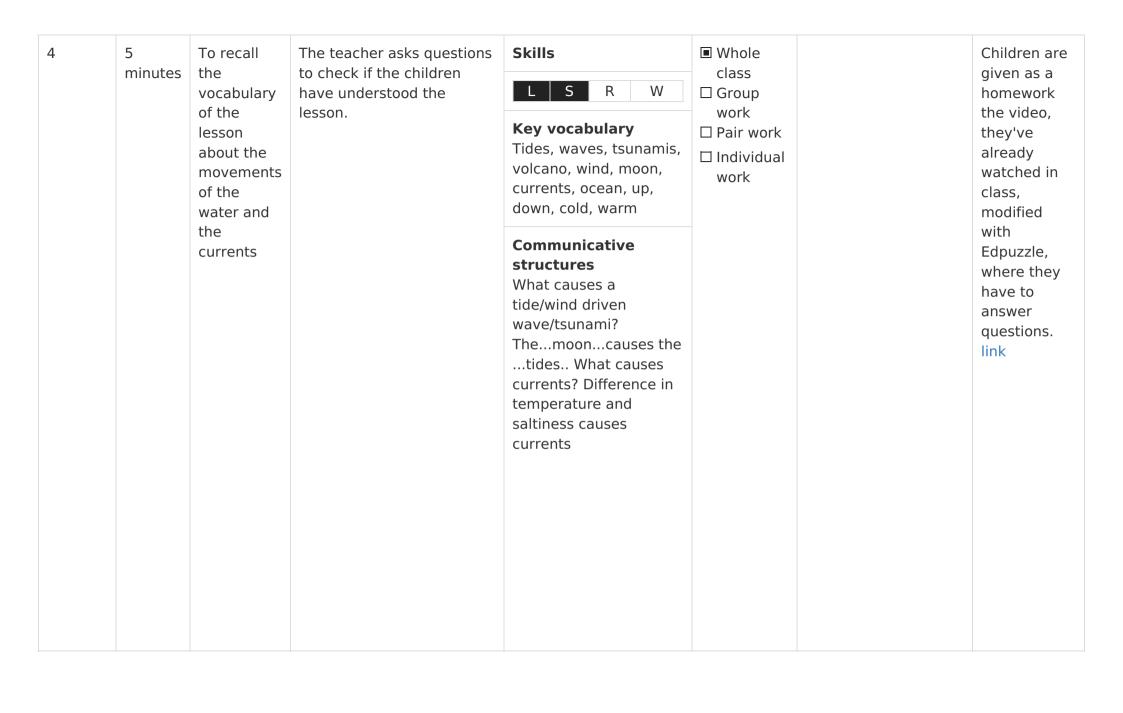
2	25 minutes	To know the five oceans and to locate them around the world	Teacher shows the first five minutes of a video to children divided in groups of 4. Meanwhile children watch the video, they have to fill the gap of a worksheet, previously read and explained by the teacher in case there are new words. After checking if	Key vocabulary penguin, trench, salty, whales, Indian, Mediterranean sea, Atlantic, Pacific, Southern, Arctic, Indian, deep, salty, big, cold	☐ Whole class ■ Group work ☐ Pair work ☐ Individual work	link Worksheets: U1_L2_ALL1., U1_L2_ALL2.	
			the answers are correct, children are given another worksheet where they have to write the names of the oceans and the Mediterranean sea around the world.	Communicative structures Can we fill the gap with Do you agree? Is it ok?			

3 25 To develop Teacher asks children, **Skills** ☐ Whole • U1 L2 ALL3.PNG As minutes cognitive divided in groups of 4, to class homework S R skills, say some adjectives or W Group and selfcharacteristics of the work comparing the assessment **Key vocabulary** ☐ Pair work water of the seas and oceans (also in children land, deep, salty, big, seas and the L1 if they cannot have to ☐ Individual cold, cool, enclosed by express in L2). After ten oceans and complete an work land.. identifying the minutes of guided interactive main brainstorming, pupils worksheet Communicative characteristics draw a Venn diagram, as on teacher's structures of both they can see it on the made: What do you think? It's blackboard. The seas U1 L2 ALL3 ..deep.. will be deep, cool, partially enclosed by land, big. Oceans are very deep, cold, not enclosed by land, very big. While the characteristic in common is for both to be salty

Unit number 1 Lesson number 3 Title The movements of the water

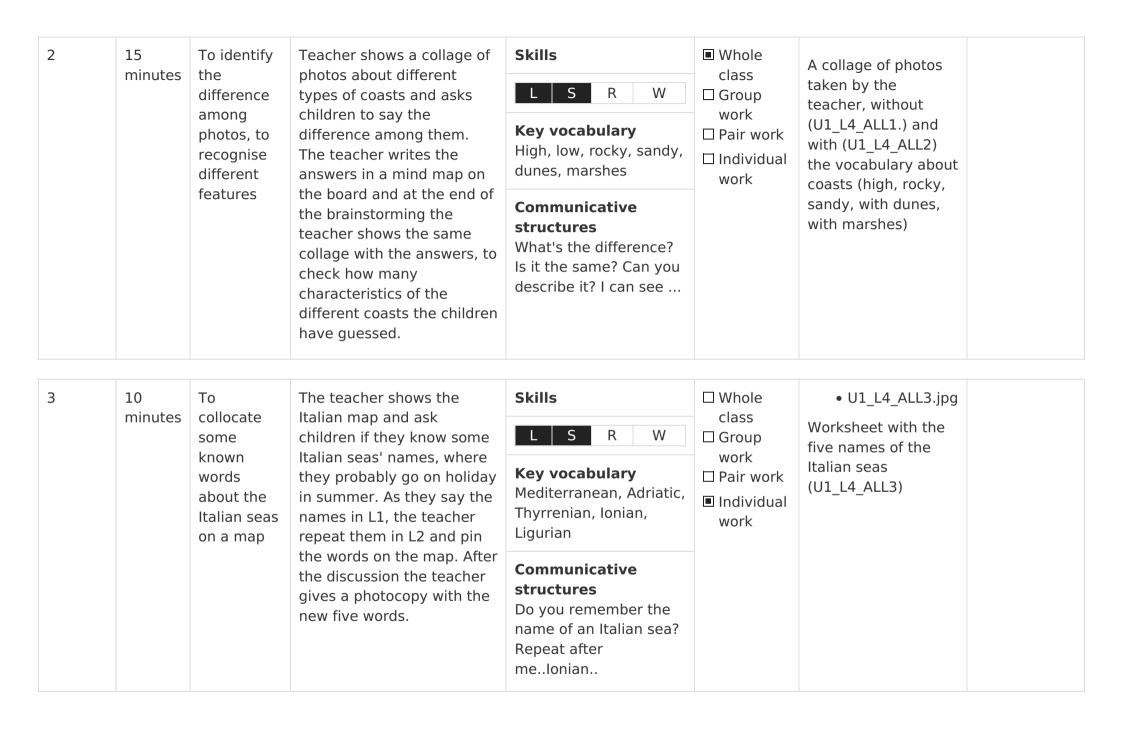
Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 minutes	To know about the three types of water movements and their causes	The teacher divides the class in four groups. Pupils have to watch a short video about waves and take notes of the words used fot the 3 types of waves and their causes.	Key vocabulary tides, waves, tsunamis, water, gravity, wind, volcanoes Communicative structures What's the first type of wave? What's the second type of wave? What's the third type of wave? It's atide	□ Whole class ■ Group work □ Pair work □ Individual work	link	





 Unit number
 1
 Lesson number
 4
 Title
 The effects of water on the coasts

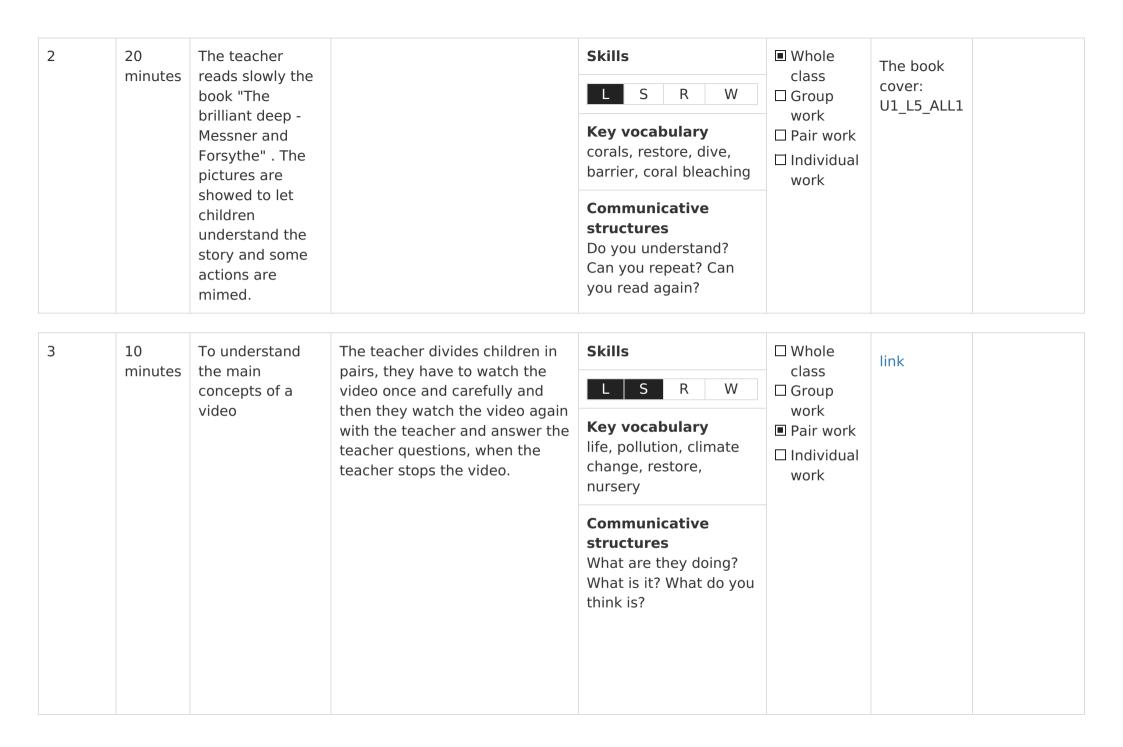
Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 minutes	To recall the the different types of water movements	Teacher asks if children remember the names of the 3 types of waves and then indroduce the new topic	Key vocabulary tide, wind driven wave, tsunamis Communicative structures Do you remember the three types of waves? Yes, I Do/No, I don't Say a name	■ Whole class □ Group work □ Pair work □ Individual work		



4	25 minutes	To consolidate the vocabulary of the lesson about the coasts	Teacher gives a worksheet with an exagonal template, where children individually have to draw and colour the coasts with the different features. Then teacher asks to underline the coasts of the photocopy about the Italian seas in 3 different colours according to what the teacher writes on the board: Sandy coasts= yellow= mostly on Adriatic coasts; Rocky coasts= brown = mostly on Thyrrenian coasts; Marshes coasts= green= mostly on Adriatic coasts, near Venice and Ferrara.	Key vocabulary High, low, rocky, sandy, dunes, marshes Communicative structures Look at the template Colour! Cut and stick Draw the pictures Do you understand? Can you repeat please? I don't understand	□ Whole class □ Group work □ Pair work ■ Individual work	A worksheet with an exagonal template (U1_L4_ALL4 empty), (U1_L4_ALL5 completed) and the photocopy with the five names of the Italian seas (U1_L4_ALL3)	For homeworks: a worksheet taken from the book "Let's start Clil!" - Pearson about the Italian coasts ((U1_L4_ALL6) and an interactive worksheet on Teacher's made, where pupils have to write the correct names of the 5 Italian seas ((U1_L4_ALL7)
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Unit number1Lesson number5TitleCoral reefs

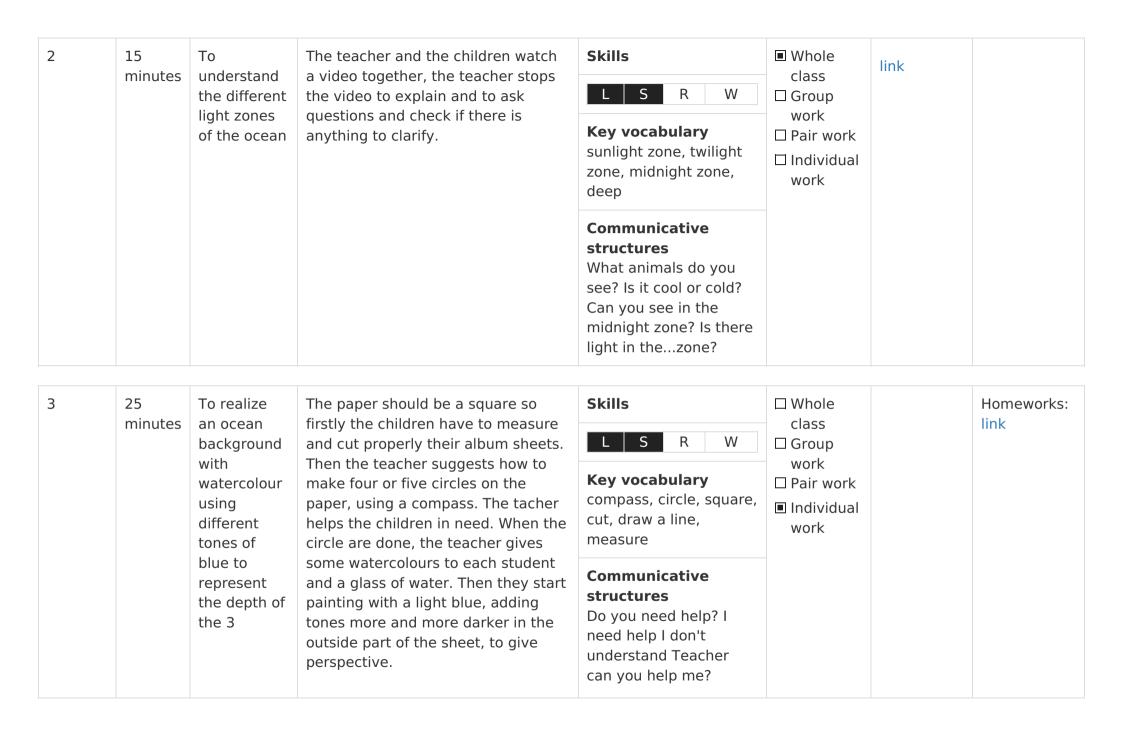
Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	To identify the relationship	The teacher writes on the blackboard the words "Coral	Skills	■ Whole class		
		beetwen a new	reefs" and then makes a mind	L S R W	☐ Group		
	topic and the map with the ideas of the things that pupils. They have to think abou children already everything comes to their mind	Key vocabulary coral reef	work □ Pair work □ Individual				
		know from their experience or study	hearing the words coral reef. Teacher writes the related words and draw quickly some pictures as a scaffolding.	Communicative structures What is a coral reef? What coral reef make you remember? it's a place It's in theocean	work		



4 15 minu	To compare the differences between two	Children in pairs have to complete a t-chart about the video they have previously	Skills L S R W	□ Whole class □ Group	
	situations, to remembering informations given during the book reading and	watched. On the left column the title is "BEFORE" and on the right is "AFTER". Children have to write key words about the coral reef situations before and	Key vocabulary white/colours, death/life, no animals/many animals	work Pair work Individual work	
	during the video- time.	after the scientists restoration. At the end the teacher writes all the right key words on the board, and if there are some of them in L1, they are translated and copied on children's exercise books.	Communicative structures We can write Do you agree? Is it ok/right? No, you're wrong		

Unit number 1 Lesson number 6 Title Art lesson 1

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
	5 minutes	To understand	The teacher explains the organization of the work, shows an	Skills	■ Whole class	The	
	minaces	the	example of how should	L S R W	☐ Group	example of the art work completed: U1_L7_ALL1	
		procedure of the task	approximately be the final result of their art work. The teacher asks if there are doubts or questions about the work to do. The activity can be a sort of final celebration for both the	Key vocabulary task, watercolours, need, oceans, animals, pencil, paint brushes	work □ Pair work □ Individual work		
			end of the school and the World Ocean Day, that is planned to be on June 8th.	Communicative structures Do you understand? Any doubts or questions? I don't understand Can you repeat? Can you show the example again?			



Unit number 1 Lesson number 7 Title Art lesson 2

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	25 minutes	To recall some informations	The teacher asks children if they remember some of the animals which live in the oceans, in the	Skills L S R W	■ Whole class	Old flashcards referred to	
		about the ocean's animals	different zones. The teacher uses flashcards already used by the pupils in the previous school years of English lessons (fish, turtle, shark, duck). Then they can say some of	Key vocabulary fish, shark, octopus, turtle, jellyfish, whale, dolphin, crab, polyps	work Pair work Individual work	the last three years of curricular lessons.	
			the other animals' names in L1 or what they got from the homeworks. The teacher writes the English names on the blackboard and draws a quick drawing to make them remember the vocabulary. Together the teacher and the kids watch the "Genially poster" previously given as a homework, so the children can ask for clarification and say what they learnt at home with the self-learning.	Communicative structures What is it? Can you say the name of an ocean animal in English? Can you say the name of an ocean animal in Italian? Can you repeat? How do you saysqualo in English?		link	

2	30 minutes	board some pictures: the black silhouettes of some animals the children have just brought to mind. Then the teacher shows the example of art about the animals of the oceans of the oceans have to make up the final design of their work, thinking about what animals draw and how big they should be. The teacher says that children have to draw some animals they want on a black cardboard and then cut them. Then they have to stick the shapes in a circle, as to make a sort of spiral, with the smallest animals in the centre of the circle, to give an idea of perspective remembering the differences among the three zones in terms of light and	silhouettes of some animals the children have just brought to mind. Then the teacher shows the example of the finished drawing and says they have to make up the final design of their work, thinking about what animals draw and how big they should be. The teacher says that	Key vocabulary the vocabulary related to the animals children have chosen and the art vocabulary: pencil, cut, cardboard, paper, scissors, stick	□ Whole class □ Group work □ Pair work ■ Individual work	The example: U1_L7_ALL1	The final product of their creativity will become part of their art portfolio
			then cut them. Then they have to stick the shapes in a circle, as to	Communicative structures Cut the paper Use the glue Draw the animals What animal do you choose? Draw the shapes			

Unit number1Lesson number8TitleSummative assessment

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	To understand the instructions and the questions of the test	Teacher explains the exercices of the test. Read through the tasks' instructions and asks children if they need other clarifications. Teacher gives an answer to all the requests (using L1 where needed)	Key vocabulary questions, answers, instructions, test, complete, write, read Communicative structures Do you understand? Any doubts? Can you repeat? I don't understand What doesmean?	■ Whole class Group work Pair work Individual work		

2	45 minutes	To remember the information of the unit about oceans, to understand the tasks of the test and to give correct answers.	Teacher monitors the class and helps students in need, while children complete the tasks given.	Skills	□ Whole class □ Group work □ Pair work ■ Individual work	Summative assessment.
				L S R W		Test about the whole
				Key vocabulary vocabulary of the unit		unit: U1_L8_ALL1
				Communicative structures Do you need help? Do you understand? Read again I don't understand Can you repeat?		