CLIL Module Plan

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School	I.C. Altopiano di Pinè			
School Grade	◉ Primary		○ Middle	○ High
School Year	○ 1	○ 2	◉ 3	○ 4 ○ 5
Subject	Geografia	**Topic**		The oceans
CLIL Language	◉ English		○ Deutsch	

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 co-teaching 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	Language
	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.	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

CLIL Lesson Plan

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 question written on the blackboard and give their opinions, recalling their personal knowledge or experience. The question is "Why is the Earth called The Blue Planet?" The teacher creates a mind map on the blackboard with all the ideas that come out.	**Skills** L | **S** | R | W **Key vocabulary** Earth, planet, blue, green, water, trees... **Communicative structures** It's blue because... Do you agree?	◉ Whole class ☐ Group work ☐ Pair work ☐ Individual work	U1_L1_ALL1	

2	20 minutes	To activate thinking skills and understand the difference between fresh water environments and salt water environments.	Children watch a short piece of a video and then in groups have to find out the difference between salt and fresh water. Then they discuss together and at the end the teacher writes their good ideas in a t-chart diagram, pupils have to copy it on their exercise books	**Skills** L S R W **Key vocabulary** salt, fresh, water, drink, rivers, ponds, lakes, oceans, seas... **Communicative structures** I can/can't drink fresh/salt water There is/there isn't salt in the water Fresh water is in ponds, lakes... Salt water is in oceans, seas...	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	link U1_L1_ALL2	
3	25 minutes	To understand the difference between fresh water environments and salt water environments.	The teacher gives a template to children divided in groups. Pupils have to complete the sentences with some words/phrases written on the blackboard by the teacher.	**Skills** L S R W **Key vocabulary** water, salt, fresh, rivers, ponds, streams, oceans, seas, lakes... **Communicative structures** Do you agree? Yes, I don/No, I don't Can we put....here? Read it!	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	Template in a worksheet: U1_L1_ALL3 empty, U1_L1_ALL4 completed	

CLIL Lesson Plan

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	**Skills** L S R W **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 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. | **Skills**

 L S R **W**

 Key vocabulary
 penguin, trench, salty, whales, Indian, Mediterranean sea, Atlantic, Pacific, Southern, Arctic, Indian, deep, salty, big, cold...

 Communicative structures
 Can we fill the gap with... Do you agree? Is it ok? | ☐ Whole class
 ▣ Group work
 ☐ Pair work
 ☐ Individual work | link Worksheets: U1_L2_ALL1., U1_L2_ALL2. | |

| 3 | 25 minutes | To develop cognitive skills, comparing the water of the seas and the oceans and identifying the main characteristics of both | Teacher asks children, divided in groups of 4, to say some adjectives or characteristics of the seas and oceans (also in L1 if they cannot express in L2). After ten minutes of guided brainstorming, pupils draw a Venn diagram, as they can see it on the blackboard. The seas 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 | **Skills**

 L S R **W**

 Key vocabulary
 land, deep, salty, big, cold, cool, enclosed by land..

 Communicative structures
 What do you think? It's ..deep.. | ☐ Whole class
 ☑ Group work
 ☐ Pair work

 ☐ Individual work | • U1_L2_ALL3.PNG | As homework and self-assessment children have to complete an interactive worksheet on teacher's made: U1_L2_ALL3 |

CLIL Lesson Plan

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.	**Skills** L S R W **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 a...tide...	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	link	

2	15 minutes	To consolidate the words just learnt about the three types of water movements and their causes	The teacher gives a template that children have to cut and to complete with a drawing referred to the three names of waves and their causes	**Skills** L S **R** W **Key vocabulary** tides, waves, tsunamis, water, gravity, wind, volcanoes, earthquake **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	template in a worksheet: U1_L3_ALL1 empty, U1_L3_ALL2 completed	
3	20 minutes	To learn about the movements of the oceans' water around the Planet	The teacher gives a worksheet with a picture of ocean currents all around the world and the pupils, divided in 4 groups, have to colour the arrows (that corresponds to the currents) in red or blue, after having watched a video together. At the end they have to cooperate to find out the right words to fill the gaps in some short sentences describing the movements of the currents.	**Skills** **L** **S** **R** **W** **Key vocabulary** cold/warm water, go up, go down, temperatures, saltiness **Communicative structures** In the first space I put... do you agree?	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U1_L3_ALL3.PNG Worksheet U1_L3_ALL3. link	

| 4 | 5 minutes | To recall the vocabulary of the lesson about the movements of the water and the currents | The teacher asks questions to check if the children have understood the lesson. | **Skills** | ☒ Whole class | | Children are given as a homework the video, they've already watched in class, modified with Edpuzzle, where they have to answer questions. link |

Skills

L	S	R	W

Key vocabulary
Tides, waves, tsunamis, volcano, wind, moon, currents, ocean, up, down, cold, warm

Communicative structures
What causes a tide/wind driven wave/tsunami? The...moon...causes the ...tides.. What causes currents? Difference in temperature and saltiness causes currents

☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work

CLIL Lesson Plan

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	**Skills** L S R W **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		1

| 2 | 15 minutes | To identify the difference among photos, to recognise different features | Teacher shows a collage of photos about different types of coasts and asks children to say the difference among them. The teacher writes the answers in a mind map on the board and at the end of the brainstorming the teacher shows the same collage with the answers, to check how many characteristics of the different coasts the children have guessed. | **Skills**

L **S** R W

Key vocabulary
High, low, rocky, sandy, dunes, marshes

Communicative structures
What's the difference? Is it the same? Can you describe it? I can see … | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | A collage of photos taken by the teacher, without (U1_L4_ALL1.) and with (U1_L4_ALL2) the vocabulary about coasts (high, rocky, sandy, with dunes, with marshes) | |

| 3 | 10 minutes | To collocate some known words about the Italian seas on a map | The teacher shows the Italian map and ask children if they know some Italian seas' names, where they probably go on holiday in summer. As they say the names in L1, the teacher repeat them in L2 and pin the words on the map. After the discussion the teacher gives a photocopy with the new five words. | **Skills**

L **S** R W

Key vocabulary
Mediterranean, Adriatic, Thyrrenian, Ionian, Ligurian

Communicative structures
Do you remember the name of an Italian sea? Repeat after me..Ionian.. | ☐ Whole class
☐ Group work
☐ Pair work
☒ Individual work | • U1_L4_ALL3.jpg

Worksheet with the five names of the Italian seas (U1_L4_ALL3) | |

| 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. | **Skills**

L S R W

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) |

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Coral reefs

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

2	20 minutes	The teacher reads slowly the book "The brilliant deep - Messner and Forsythe" . The pictures are showed to let children understand the story and some actions are mimed.		**Skills** **L** S R W **Key vocabulary** corals, restore, dive, barrier, coral bleaching **Communicative structures** Do you understand? Can you repeat? Can you read again?	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	The book cover: U1_L5_ALL1	
3	10 minutes	To understand the main concepts of a video	The teacher divides children in pairs, they have to watch the video once and carefully and then they watch the video again with the teacher and answer the teacher questions, when the teacher stops the video.	**Skills** **L** **S** R W **Key vocabulary** life, pollution, climate change, restore, nursery **Communicative structures** What are they doing? What is it? What do you think is?	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	link	

| 4 | 15 minutes | To compare the differences between two situations, to remembering informations given during the book reading and during the video-time. | Children in pairs have to complete a t-chart about the video they have previously 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 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. | **Skills**

L S R **W**

Key vocabulary
white/colours, death/life, no animals/many animals

Communicative structures
We can write... Do you agree? Is it ok/right? No, you're wrong | ☐ Whole class
☐ Group work
☑ Pair work
☐ Individual work | | |

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Art lesson 1

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 minutes	To understand the procedure of the task	The teacher explains the organization of the work, shows an example of how should 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 end of the school and the World Ocean Day, that is planned to be on June 8th.	**Skills** L S R W **Key vocabulary** task, watercolours, need, oceans, animals, pencil, paint brushes **Communicative structures** Do you understand? Any doubts or questions? I don't understand Can you repeat? Can you show the example again?	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work	The example of the art work completed: U1_L7_ALL1	

2	15 minutes	To understand the different light zones of the ocean	The teacher and the children watch a video together, the teacher stops the video to explain and to ask questions and check if there is anything to clarify.	**Skills**	☑ Whole class	link	
				L | S | R | W	☐ Group work		
				Key vocabulary sunlight zone, twilight zone, midnight zone, deep	☐ Pair work ☐ Individual work		
				Communicative structures What animals do you see? Is it cool or cold? Can you see in the midnight zone? Is there light in the...zone?			

3	25 minutes	To realize an ocean background with watercolour using different tones of blue to represent the depth of the 3	The paper should be a square so firstly the children have to measure and cut properly their album sheets. Then the teacher suggests how to make four or five circles on the paper, using a compass. The tacher helps the children in need. When the circle are done, the teacher gives some watercolours to each student and a glass of water. Then they start painting with a light blue, adding tones more and more darker in the outside part of the sheet, to give perspective.	**Skills**	☐ Whole class		Homeworks: link
				L | S | R | W	☐ Group work		
				Key vocabulary compass, circle, square, cut, draw a line, measure	☐ Pair work ☑ Individual work		
				Communicative structures Do you need help? I need help I don't understand Teacher can you help me?			

CLIL Lesson Plan

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 about the ocean's animals	The teacher asks children if they remember some of the animals which live in the oceans, in the 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 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.	**Skills** L S R W **Key vocabulary** fish, shark, octopus, turtle, jellyfish, whale, dolphin, crab, polyps... **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 say...squalo... in English?	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	Old flashcards referred to the last three years of curricular lessons. link	

| 2 | 30 minutes | To understand the task and to produce a little piece of art about the animals of the oceans | The teacher shows on the interactive board some pictures: the black 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 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 depth. | **Skills**

 L S R W

 Key vocabulary
 the vocabulary related to the animals children have chosen and the art vocabulary: pencil, cut, cardboard, paper, scissors, stick

 Communicative structures
 Cut the paper Use the glue Draw the animals What animal do you choose? Draw the shapes | ☐ 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 |

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	Summative 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)	**Skills** [L] [S] [R] [W] **Key vocabulary** questions, answers, instructions, test, complete, write, read **Communicative structures** Do you understand? Any doubts? Can you repeat? I don't understand.. What does.....mean?	☑ 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**

| L | S | **R** | **W** |

Key vocabulary
vocabulary of the unit

Communicative structures
Do you need help? Do you understand? Read again I don't understand Can you repeat? | ☐ Whole class
☐ Group work
☐ Pair work
☑ Individual work | | Summative assessment. Test about the whole unit: U1_L8_ALL1 |