CLIL Module Plan

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School Grade	◉ Primary	○ Middle	○ High		
School Year	○ 1	○ 2	○ 3	◉ 4	○ 5
Subject	Scienze	**Topic**	SOIL		
CLIL Language	◉ English	○ Deutsch			

Personal and social-cultural preconditions of all people involved	This lesson will be held in all my fourth classes. The groups have studied English since the third and CLIL subjects since the second class of primary school; In particular, in the first year, they are involved in Music CLIL lessons and from the third class in Science. In all the classrooms, there are students with different linguistic levels, and some have a migrant background or special education needs. The students with special education needs are five. They usually need specific supports, like visuals support, tutoring, or transcriptions about what he has to write on the notebook. Although, they participate actively during the lessons. The groups are enthusiastic and motivated about the learning experience in CLIL. They like Science lessons and exercise the foreign language. However, in the classes, some learners show high-level linguistic skills, but most of the group feel nervous about speaking in English. For this reason, I allow them to express the word that they don't remember or they don't know by saying it in Italian. This strategy permits them to feel more comfortable and relax about the learning experience. Moreover, I try to motivate more them in the learning experience. In all the classroom there are a blackboard and the IWB. It’s impossible to change the dispositions of the desks and chairs due to the Covid-19’s measures. The length of every lesson, once a week, is 120 minutes. Furthermore, my class is involved for one more hour per week in an Art CLIL lesson that it’s taken by the German teacher.

Students' prior knowledge, skills, competencies	

Subject	Language
Students learned about Earth and the peculiarities of water and air during the current school year. They reflected on the pollution and the effects of human behaviour on the environment. Moreover, they experimented the life cycle of the plants and the photosynthesis. To start the “under my feet...” experience, they already know that: - Everything on Earth is matter. -The 3 states of matter: solid, liquid, and gas. - Planet Earth is made up of water, air, and soil. - the climate change, its causes, and effects; - The water cycle; - how plants eat (photosynthesis process); - plants produce oxygen. - living things need oxygen, water, space, and food to live; - the compositions of the air: oxygen is in the air; - the air is everywhere. Skills: remember, observe, describe classifying, share ideas.	Listening and Reading: - associate a word to a meaning; - figuring out the meaning of the sentences from known keywords; - figuring out the main message/ content from a video in EL; - understand the instructions of the tasks; - basic reading out loud. Speaking: -repeating teacher’s pronunciation when asked; - use simple structures to interact in guided activities; - answer to easy and already known questions (chunks). Writing: - Write single words or a group of words; - Write simple sentences of their own by following the structure: subject, verb, and direct objects. Vocabulary: - numbers; - prepositions of place (IN, ON, UNDER, BY, IN FRONT OF, BEHIND, BETWEEN, ON THE RIGHT, ON THE LEFT); - Some easy words to describe the characteristics of soil (dry, wet, colours, polluted, healthy); - weather and temperature (rain-rainy, sun-sunny, wind-windy, snow-snowy, hot, warm, cold, cool); - Words as Earth, water, air, sun, precipitation, evaporation, condensation, layers, inside, outside. Grammar forms and structures: - basic knowledge of present simple (verb: need, eat, drink...); - Verb to be present simple, affirmative, and negative forms; - There is/there are + prepositions; - “In my opinion...”; - “Why...? Because”;

Timetable fit	◉ Module	Length 8 lessons, 120'

Description of teaching and learning strategies	The main methodologies in the learning experience will be game-based learning, learning by doing, cooperative learning (due to the pandemic situation), ICT, and circle time. All the three methodologies permit: - to motivate learners and activate the emotional areas of the brain; - to promote oral interaction and constructive discussion; - to include children with special educational needs; - to activate prior knowledge; - to develop social abilities, critical thinking, cognitive and learning skills; - to experiment the scientific method; By observing and experiencing reality, all of the students discover the world around them. Considering the epidemic situation in progress, I thought to alternatives techniques to cooperative learning. Although I recognize the educational value and the opportunity of Cooperative Learning for developing skills, the school's restrictive measures in force cannot allow to create groups during the lessons and to get close to the students. However, in the following lesson plan, I think as we are in a normal situation and I identify which steps could change due to the health situation. Each topic will be introduced by using warm-up activities, the aims of which are to capture children's interest, activate prior knowledge and revisit vocabulary. The new language and content will be introduced gradually and activities will be plan so that intuitive reasoning is developed. Students are guided by the teacher and then work independently, either in pairs or individually, using specific scaffolding which recalls their scientific pre-knowledge first and applies the new information next. Assessment: In the final unit students have to self-assess themselves. There will be a final individual test (Summative assessment). Moreover, during the units learners will be constantly observed by the teacher in order to guarantee the formative assessment.

Overall Module Plan

Unit: 1 A journey into the soil **Unit length:** 4 lessons (2 h)	**Lesson 1** The mistery word
	Lesson 2 The layers of soil
	Lesson 3 Does soil contain water? experiment pt.1
	Lesson 4 Does soil contain water? expeirment pt.2

Unit: 2 Soil and human behaviour **Unit length:** 3 lessons (2 h)	**Lesson 1** At the park...
	Lesson 2 Soil cycle and the organic matter
	Lesson 3 “I was waste, but now I am...”

Unit: 3 Assessment **Unit length:** 1 lesson (1 h)	**Lesson 1** Arrival and departure

CLIL Lesson Plan

Unit number	1	**Lesson number**	1	**Title**	The mistery word

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	30'	CONTENT - To know where the soil is; - To feel motivated about exploring the new science topic. COMMUNICATION - To be able to follow and give instructions; - to use the subject-specific language; - to know the spelling of the word soil COGNITIVE - to observe; - to apply; - to interpret; - to predict; CULTURE - to be aware of the presence of soil in our life; -	WORD HUNT The teacher explains to the learners that they have to read a map and go to a specific school's place to guess what is the new topic of the lesson. The teacher shows on the interactive whiteboard attachment 1 and asks a student to look at the map and explain the right stages	**Skills** L S R W **Key vocabulary** soil, vegetable garden, schoolyard, olive tree, cross, shovel, clue. prepositions of place, verb to be, wh questions, ordinal numbers.	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Lesson 1_map.jpg - map - letters cards word "SOIL". - cross - box - Worksheet 1 (to prepare under the vegetable garden) - box - shovel	FORMATIVE ASSESSMENT The teacher assesses both linguistic skills and prior knowledge about the vocabulary and linguistic structures. Moreover, the teacher assesses participation, the interest of students, and the use of language.

		soil in our life, to be able to interpret alternative code linguistics.	right stages of the path: “The first step is to go in the schoolyard. The second step is to go to the olive tree. The third step is to go to the amphitheater. The fourth step is to go to the vegetable garden.” The instructions told in class will guide the whole class outside in different places. The teacher will be together with the class and she/he will accompany the learners in each stage. In it, students would find a letter of “SOIL” word.	**Communicative structures** "This map would help you to find out the new topic. In each place you'll find a clue." "Look at the map. What can you see? Where is it?" "I see the olive tree. It is between the school and the swimming pool." “The first step is to go in the schoolyard. The second step is to go to the olive tree. The third step is to go to the amphitheatre. The fourth step is to go to the vegetable garden.”			

			In the last stage (the vegetable garden) the learners will find the fourth letter, a cross, and a shovel. Under the cross, students will identify a mystery box in which there are two papers to open in the classroom.				
2	30'	CONTENT - To be able to gather information by observing a real example; - to activate the prior knowledge in order to hypothesize what soil is; - to collaborate in order to understand what soil is. COMMUNICATION - To know the	After returning to the classroom, the teacher forms groups of four. She/he provides each of them with a sheet (Worksheet1) in which there are different questions for the group:	**Skills** L S R W **Key vocabulary** Lexicon: placemat, soil, vegetable garden, schoolyard, olive tree, rocks, living things, no-living things, matter, solid, continents, common points.	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• Lesson 1_worksheet 1.docx	FORMATIVE ASSESSMENT. The teacher, through observation, assesses participation, the interest of students, and the use of language. PEER ASSESSMENT The learners work in groups and interact to understand what soil is and why we need it. They have to discuss and activate their prior knowledge. In this way, pupils can receive and

		spelling of the word "soil" - To talk about the characteristics of the soil; - To give a personal description. - To predict and explain the meaning of new words; COGNITIVE Understanding; Applying; Evaluating; Creating; CULTURE To be aware of the presence of soil in our life; To be aware of why do living things need soil;	“What is soil?" "What do we need soil?" Each group read aloud to the class their assigned question. The teacher asks them to write their thoughts and ideas on one of the lateral triangles. When they have finished, she/he asks to transcribe in the centre of the page common points. Learners can write in L1 words they do not know in English. During the comparison in each group, if a groupmate knows how to say in the foreign	**Communicative structures** “What’s your opinion?” “My opinion is…” What is soil? What do we need soil?			give feedback and correct each other.

			language the word, he/she should suggest it to the friend. COVID-19 emergency: If the health situation is not improving, it is not possible to create a group and let the students work together. For this reason, Task 1 cannot take place. As an alternative to it, learners can work first individually and later in pairs staying in their school desks and keeping the distance of two meters from each other. All the students will work on all two				

			two questions. During the discussion in pairs, each student notes in the copybook the common points, and at the end, they report to all the class their idea. The teacher collects the opinions regarding the blackboard to reach a class' hypothesis.				
3	30'	CONTENT -To know what soil is; - To build new knowledge by discussing and relating with the prior knowledge of the others; COMMUNICATION - To talk about the characteristics of the soil; - To give a personal	The teacher suggests identifying in each group a spoken person. She/he will read at the blackboard the question and the answer written by her/his group.	**Skills** L S R W **Key vocabulary** Lexicon: soil, vegetable garden, schoolyard, olive tree, organic matter, inorganic matter, rocks, common points.	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	SOIL PRESENTATION (GENIALLY): link	PEER ASSESSMENT/FORMATIVE ASSESSMENT Listening to the students, the teacher assesses the learners' linguistic skills (listening, speaking, and reading), the comprehension of the vocabulary, and the linguistic structures. During this activity, children can correct to each-others, by saying in

		description. - To predict and explain the meaning of new words; COGNITIVE Understanding; Applying; Evaluating; CULTURE To be aware of the presence of soil in our life; To be aware of why do living things need soil;	The groups share their points of view with each other, if a classmate wants to add something to the work of other groups he/she could raise his/her hand. The teacher collects the groups' opinions on the blackboard to reach a class' hypothesis about the questions. The teacher shows a presentation (GENIALLY LINK) about the topic in order to show the principal information.	**Communicative structures** What do you think about? We think... we agree/ don't agree... we added... In English we can say...			English words that others don't know or remember.
4	30'	- to be aware of the learning	The teacher gives each	**Skills**	☐ Whole class	• Lesson 1_Worksheet	SELF-ASSESSMENT / FORMATIVE

		process: the prior knowledge is integrated by new aspects of the topic. - to reflect on the learning process; - to assess themselves about what they learned; - to collect the learners' curiosities about the new topic. - to give feedback to the teacher; - to reflect on the lesson; - to talk about soil; - to use the new vocabulary.	student a KWL chart (worksheet 2). Under the first column, students will have to share what they already knew about the topic. Next step students have to fill out the “W” column: what do they want to know about this topic. Lastly, learners complete the third column, which refers to what they learned. If it is necessary, children can write some words in Italian, during the sharing the teacher would help the student to be more specific in	L S R W **Key vocabulary** Lexicon: soil, vegetable garden, schoolyard, olive tree, organic matter, to want, to know, **Communicative structures** What did you know about? I knew that.. What do you want to know about? I want to know... what did you learned? I learned that...	☐ Group work ☐ Pair work ▣ Individual work	2.pdf - Worksheet 2 (1 copy for each student)	ASSESSMENT. Each student reflects on his/ her own learning process.

			English. The teacher can write the start of each sentence on the blackboard in order to help and support the learners.				

CLIL Lesson Plan

Unit number	1	**Lesson number**	2	**Title**	The layers of soil

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	30'	CONTENT - to reactivate the knowledge and the vocabulary of the last lesson; - to know the meaning of new vocabulary; COMMUNICATION - To be able to speak about soil; - To be able to associate the definition which each picture; COGNITIVE Remembering; Applying; Evaluating; CULTURE - to be able to collaborate in order to rebuild the past	The teacher asks the students what is the topic introduced the previous week. After, the teacher shares a set of dominoes about the last lesson. One learner reads the definition on the first domino. The classmates look for the word or the picture it defines. The learner who	**Skills** L S R W **Key vocabulary** Vocabulary learned during the previous lesson. **Communicative structures** "In my domino there is/there are..." "I think my domino can match with yours because...." "My domino defines your picture." "This domino matches with this because..."	☒ Whole class ☐ Group work ☒ Pair work ☐ Individual work	• DOMINO_Lesson2.docx.pdf - Interactive White Board - Set or Sets of dominoes	FORMATIVE/PEER ASSESSMENT The teacher, through observation, assesses participation, the interest of students, and the use of language. The teacher assesses both linguistic skills and prior knowledge about the content. The teacher and the classmates can give feedback if a student makes a mistake or does something well.

		the past knowledge; - To be aware of the importance of positive and cooperative interdependence;	learner who has got the domino which matches, he/she calls out the word. This second learner reads the definition on his/her domino and so on. The classes with many students can do the activity in pairs. Students choose five cards each other and try to complete the series. When the first group finishes, it stops the time and checks aloud with the classmates the correctness of the string.				

2	30'	CONTENT - To be able to explore the soil structure with rocks and garden soil; - To be aware of soil has got layers; - To know the characteristics of the soil; COMMUNICATION - To be able to follow and give instructions; - To be able to describe what they see during the experiment; COGNITIVE Understanding; Applying; Analyzing; Creating; CULTURE - To be able to cooperate; - To be aware of the soil structure.	The students form groups of four. The teacher gives them a bottle half-filled with water and five bags in which there are stones, sand, gravel, humus, and plant residues. Over each bag, there is a label with the name of the content. After observing each element, the teacher shows the picture of the school's vegetable garden. Then, the teacher asks to discuss in the group if	**Skills** L S R W **Key vocabulary** stones, gravel, sand, humus, plant residues, to mix into, to shake, at the bottom, in the middle, on the surface. . **Communicative structures** What happens? Can you describe it? I suppose that... "At the bottom…in the middle…on the surface" There is/ there are	▣ Whole class ▣ Group work ▣ Pair work ☐ Individual work	- IWB - the picture of the vegetable garden - a bottle half-filled with water (one for each group); - five bags in which there are stones, sand, gravel, humus, and plant residues.	FORMATIVE ASSESSMENT. The teacher, through observation, assesses participation, the interest of students, and the use of language in the groups/pairs. PEER ASSESSMENT: In the groups, the classmates can give feedback to each other about the use of language (CALP), participation, and the content.

			that soil is composed of only one ingredient of the bags, one of them, or all the five. The teacher collects all the ideas. Then the teacher asks all the class what happens if they mix into the bottle the content of the five bags. On the blackboard, the teacher writes the student’s hypothesis. Then, she/he asks to try it. The groups put sand, stones, gravel, humus, and plant residues into the bottle.					

			They have to shake it, wait some minutes, and describe what happens. Meanwhile, the teacher can go to the groups and listen to the conversation. The teacher can help learners that show difficulty. To support children during the speaking, the teacher can write on the blackboard the start of the sentence: "I see at the bottom.....in the middle...on the surface...". COVID-19 emergency:					

			To avoid students work very close together, the teacher can do the experiment in front of the class. Then, the teacher let the learners discuss in pairs the results and the observation.				
3	30'	CONTENT - To be aware of soil has got layers; - To know the name of each layer and its characteristics; - To know the characteristics of the soil; COMMUNICATION - To be able to describe what they see during the video; - To be able to identify the key-words;	After listening to the results of each group, the teacher asks to watch a video. The students have to note in the copybook the name of each layer. At the end of the video, the class and	**Skills** L S R W **Key vocabulary** stones, gravel, sand, humus, plant residues, bedrock, topsoil, to decompose, name of some animals.	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	- from youtube, Peekaboo Kidz link	FORMATIVE ASSESSMENT. Through observation and listening to the students, the teacher assesses both the learners' linguistic skills (listening, speaking, and reading) and the comprehension of the content explained in the video.

		COGNITIVE Understanding; Analyzing; Creating; CULTURE To be aware of the life underground; To be aware of all the living things are linked to each other;	the teacher synthesize the information collected from learners: “Soil has got five layers. The principals are humus, topsoil, and bedrock. At the bottom, there is the bedrock, which consists of stones. In the middle, there is the topsoil, which consists of sand and decomposed organic matter. On the surface, there is the humus, which consists in plant residues; it is	**Communicative structures** “At the bottom…in the middle…on the surface” There is/ there are “Soil has got five layers. The principals are humus, topsoil, and bedrock. At the bottom, there is the bedrock, which consists of stones. In the middle, there is the topsoil, which consists of sand and decomposed organic matter. On the surface, there is the humus, which consists in plant residues; it is where we grow plants and live." "Is there animals under the soil?" "where is the humus?" "Where is the topsoil?" "where is the bedrock?"			

			where we grow plants and live." The teacher questions: "Is there life under the soil?". She/he listens to the learners. Then, the teacher asks to rewatch the video. This time students have to focus on the animals and write their names in the copybook. In the notebook, students divide into three parts the page. The teacher explains that they have to draw the three main soil layers (bedrock,					

			topsoil, and humus) as they see in the video. Next to the layers' drawing, the students can write the layers' name.				
4	30'	CONTENT - To be aware of soil has got layers; - To know the name of each layer and its characteristics; - To know the characteristics of the soil; COMMUNICATION - To be able to describe the soil layers; - To be able to use the new vocabulary; - To be able to do and answer questions; - To comprehend the meaning of the wh questions and answer correctly; COGNITIVE Understanding;	The teacher shows at the IWB some questions. Students in pairs have to question and answer each other by helping with the drawing. The questions are: “What can we find in soil?” “Where is the humus?” “Where is the bedrock?” “Where is the topsoil?” “What can we find in	**Skills** L S R W **Key vocabulary** stones, gravel, sand, humus, plant residues, bedrock, topsoil, to decompose, numbers, to find, there is/there are	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work		PEER ASSESSMENT During the “soil interview”, students can give feedback and improvement to each other.

		Applying; Remembering; Evaluating; CULTURE - To be aware of the life underground; - To be aware of what there is under our feet and how it is.	the bedrock?” “What can we find in the topsoil?” “What can we find in the humus?”. The students can give feedback to each other about the content and the language. The teacher asks to open the diary and write this assignment for the next lesson: “Go outside and take a soil sample. Bring it at school”. This sample will be necessary for lesson 3.	**Communicative structures** “What can we find in soil?” “Where is the humus?” “Where is the bedrock?” “Where is the topsoil?” “What can we find in the bedrock?” “What can we find in the topsoil?” “What can we find in the humus?”.			

CLIL Lesson Plan

Unit number	1	**Lesson number**	3	**Title**	Does soil contain water? experiment pt.1

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15'	CONTENT - To remember the key content of the last lesson; - To share the new topic; - To know the characteristics of the soil layers; COMMUNICATION - To remember the vocabulary; - To talk about soil; COGNITIVE Remembering Analyzing Applying Evaluating; CULTURE To be aware of what is under our feet and how it is.	The teacher proposes to students a puzzle with words about the last lesson. They have to classify the words in the correct category (topsoil, bedrock, humus) to find the hidden picture. With the page “Classroom screen” the teacher lets the computer choose who can speak in each turn. The hidden picture reveals the new topic of the day: “Does soil contain water?”	**Skills** L S R W **Key vocabulary** Vocabulary learned during the previous lesson. to contain **Communicative structures** "How can we classify these words?" "the word “clay” is in “Topsoil” "What is the hidden question?" "I think/I believe/ In my opinion..."	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	- Classroom screen link - learning apps: link	FORMATIVE ASSESSMENT. The teacher observes if students participate, respect turns, and checks if students can match the characteristic with the correct layer.

2	40'	CONTENT - To be able to remember the scientific method steps; - To be able to hypothesize; COMMUNICATION - To be able to write own hypothesis; - To be able to read and comprehend the text; COGNITIVE Remembering understanding Applying Evaluating CULTURE - To know the steps to experiment; - to be aware of each thesis can be demonstrated.	The teacher asks to answer the hidden question (What does soil contains water?). The learners have to raise their thumb if they think yes, or down on the contrary. Then the teacher tells that as very scientists they will experiment to check their hypothesis. The teacher encourages students to repeat aloud the steps of the scientific method learned at the beginning of the year: 1) ask a question; 2) form a hypothesis; 3) experiment; 4) observe; 5) conclusion/results. After the teacher gives them a worksheet and asks them to complete the first two points.	**Skills** L S R W **Key vocabulary** steps of the scientific method **Communicative structures** "Raise your thumb if you think the answer is yes, or down on the contrary" "Do you remember the steps of the scientific method?" "Complete the first two points"	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	• WORKSHEET SCIENTIFIC METHOD.docx - Worksheet scientific method (one for each students)	SELF ASSESSMENT The learners monitor their own progress. They check if they remembered past lessons and which aspects they need to work on.
3	35'	CONTENT - To know to experiment; - To be able to collaborate in the group; - To be	The teacher collects the soil samples brought by students. They must be of different types (gravel,	**Skills** L S R W	☒ Whole class ☒ Group work ☐ Pair work	• WORKSHEET SCIENTIFIC METHOD.docx - online book (Does soil contain	FORMATIVE ASSESSMENT The teacher moves around the groups and observes

		able to measure; - To be able to practice the scientific method; COMMUNICATION -To follow and give instructions; - To write own hypothesis; COGNITIVE Applying; Analysing; Creating; CULTURE - To be aware of what is under our feet and how it is.	humus, clay, sand...). If they are not, the teacher adds her/his soil samples prepared before. Then the teacher divides the class into groups of four and gives them a soil sample, scales, and an aluminum container. The teacher explains the steps of the experiment with the online book. The students in groups have to weigh an equal amount of soil (400 g) and put it in the container. Firstly, they write their name on the container, and secondly, they let it on the radiator or exposed to sunlight. Together in groups, they have to complete the third section of their worksheet about the scientific method. The teacher explains that they have to wait one week to look at the results. The last two steps of the worksheet they will complete in the next	**Key vocabulary** scales, weight, containers, soil sample, radiator, to put, to weigh, grams **Communicative structures** "Let's look at how soil is!" "Takes your material and follow the book's instructions" "Name it and put on the radiator. We have to wait one week for the results"	▣ Individual work	water?): link - worksheet scientific method - the soil sample, scales, and an aluminum container (for each group) - the radiator	students' collaboration in the group work. The teacher monitors even the use of language and checks the comprehension of the worksheet. PEER ASSESSMENT. During this activity, children correct the each-others pronunciations. PERFORMATIVE ASSESSMENT The teacher observes the students while performing their experiments.

			lesson. COVID-19 emergency: This activity can be done in front of the class by some students. After, the teacher lets learners stand up to observe the experiment. Learners in pairs can discuss and complete section three of the worksheet.				

4	30'	CONTENT - To be able to describe a process; - To be able to summarise what they have done; - To be able to collaborate; COMMUNICATION - To talk about soil and the experiment; - To report the step of the experiment; - To participate in the dialogue and explanation; - To use the vocabulary; COGNITIVE Remembering Understanding; Applying; Creating; CULTURE -To be aware of what is under our feet and how it is.	Collaborative chain: Each group has got five minutes to explain a step of the experiment. They can present by following the worksheet they have completed. They proceed in order (the first group explains the first step and so on). If the groups in class are more, they can repeat the steps by adding something new. Each pupil has to take part in the explanation. The teacher encourages children to participate and prompts them when necessary.	**Skills** L S R W **Key vocabulary** - name of the materials used for the experiments; - verbs used in the procedures; **Communicative structures** The teacher encourages children to communicate by using the model on the worksheet and following the same steps: “our question is…” "For this experiment we need..."; "In the first step we …"; The teacher also invites children to ask questions, if something is not clear. Students: "I have a question" (classroom language)	☒ Whole class ☒ Group work ☐ Pair work ☐ Individual work		FORMATIVE ASSESSMENT During the oral presentation, the teacher observes the groups explaining the experiment. The teacher considers the collaboration and the language. The teacher offers feedbacks to all the groups.

CLIL Lesson Plan

Unit number	1	**Lesson number**	4	**Title**	Does soil contain water? expeirment pt.2

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**

1	10'	CONTENT - To remember the keywords of the last lesson; - To remember the steps did in the experiment; COMMUNICATION - To unscramble the question; - To talk about the last lesson; - To talk about the soil and the scientific method; COGNITIVE Remembering Analyzing CULTURE -To collaborate to recall prior knowledge; - To be aware of what is under our feet and how it is;	The teacher writes on the blackboard some words: “water - Does- experiment -:- contain- soil- ?”. Students have to tidy up the sentence in the notebook and remember the experiment started in the last lesson. Together, they review the procedure of the experiment.	**Skills** L S R W **Key vocabulary** - name of the materials used for the experiments; - verbs used in the procedure; **Communicative structures** - “Does soil contain water?” - "Do you remember the experiment?" - "For this experiment we need..."; -"In the first step we ...";	▣ Whole class ☐ Group work ☐ Pair work ▣ Individual work	- Blackboard - Experiments on the radiator; - online book: link	FORMATIVE ASSESSMENT The teacher observes if students participate and their use of language. The teacher checks if the students are able to recall the information learned.
2	30'	CONTENT - to use the scientific method; - to check their own hypothesis through an experiment; - to explain in words what they can	The learners pick up their experiment, and they look at the result. The teacher shows the next step of the experiment: put the container on scales and observe the weight. It will be	**Skills** L S R W	☐ Whole class ▣ Group work ☐ Pair work ▣ Individual work	• WORKSHEET SCIENTIFIC METHOD.docx - experiments - worksheet scientific method started to write in the last lesson,	PERFORMATIVE ASSESSMENT The teacher observes the students while performing their experiments. FORMATIVE

		observe during the experiment. COMMUNICATION - To be able to support others; - to be able to express their own point; - to use the key content language; - to respond to questions about the experiment; COGNITIVE Analyse; Evaluating; CULTURE To be able to change points of view; To be aware that sometimes what we think doesn't correspond to the truth; To be aware that any hypothesis has to be demonstrated.	less than it was a week ago: why? What happened? The students in groups can touch the soil and discuss the result. Then they can fill the fourth and the fifth rows of the worksheet by answering the question written on it. To avoid students work very close together, the teacher can show the result in front of the class and let learners fill the worksheet in pairs.	**Key vocabulary** scales, containers, soil, radiator; prepositions of place, I believe/ I hypothesize **Communicative structures** "Put the soil on the scales. What can you see? why? What happened?" "I believe/I think..."			ASSESSMENT The teacher moves around the groups and observes students' collaboration in the group work. The teacher monitors also the use of language and checks if students can fill all the sentences. PEER ASSESSMENT. During this activity, children correct each other.
3	45'	CONTENT - to check results. - to deploy knowledge by looking at the work of others. - to summarise their own experiment;	The groups had different types of soil to analyse. So the last weight cannot be the same for each one: different soils contain different	**Skills** L S R W	☒ Whole class ☒ Group work ☐ Pair work	- poster to draw (one for each group) - post-it	FORMATIVE ASSESSMENT. The teacher, through observation, assesses participation,

		COMMUNICATION - To describe the work; - To express the point of view; - To identify points of similarity and difference; COGNITIVE Creating, Evaluating, Understanding; Applying, Remembering; CULTURE - To be able to give feedback - To be able to recognize positive aspects and suggestions for the work of another group; - to be able to accept the suggestions come from the classmates; - to evaluate their participation and effort in the task.	amounts of water. The students must not have to share their results with others. They have to draw their experiment and write the results on a poster. Then, the groups can hang the poster on the walls and walk into the classroom as they are on a gallery tour. Each group looks at the work of others. They note on a page if there is something different (worksheet, soil types,weight...). In addition, the groups let a post-it with feedback. In the post-it, students write two positive aspects, and a wish to describe something that the group can improve. They have to accord about what to write. COVID-19 emergency: As an alternative, the teacher can organize the work in the	**Key vocabulary** All the vocabulary of the experiment; clay, sand and soil. gallery tour A wish **Communicative structures** "Can you write in the post-it, two positive aspects of your classmates' work and one thing they have to improve?" " I like..." "I would like to see..." "Can you prepare a poster which explain your experiment?" "Write on your copybook differences and similiariets with your work"	☐ Individual work			the interest of students, and the use of language. PEER ASSESSMENT With the post-it, groups give feedback and improvement to each other. SELF ASSESSMENT By looking at the other poster and reading the feedback let from the classmates, the students can assess themselves and their works.

			schoolyard. The groups must be composed of three members, and they cannot share their materials. The learners can do the gallery tour outside next to the trees or the school.				

4	35'	CONTENT - To sum up what they have learned; COMMUNICATION - to be able to retrace orally the steps of the experiment by following the worksheet. - To give an oral presentation; COGNITIVE Remembering; Applying; Creating; CULTURE - To be able to improve their own work with the suggestions of the classmate;	The teacher calls each group on the blackboard and asks them to explain their own work. Then, the teacher takes photos of each poster and loads them to the online book seen in the previous lesson. Together the class applauds to celebrate their efforts in this experiment.	**Skills** L S R W **Key vocabulary** Vocabulary refered to the experiment and the previous lessons. **Communicative structures** "The result of our experiment is..." "We drew..." "We understood that..." The teacher encourages children to communicate by using the model on the worksheet.	☒ Whole class ☒ Group work ☐ Pair work ☐ Individual work	- Posters created from the groups.	FORMATIVE ASSESSMENT During the oral presentation, the teacher observes the groups explaining the experiment. The teacher considers if everybody takes part in the explanation; if the results are correct; if they can speak in English. In the end, the teacher offers feedbacks to every group, in order to give them the opportunity to improve.

CLIL Lesson Plan

Unit number	2	**Lesson number**	1	**Title**	At the park...

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10'	CONTENT - to recall pre-knowledge; - to review the contents; COMMUNICATION - to identify keywords. - to review the vocabulary and the structures; COGNITION Remembering; Applying; CULTURE To collaborate	The teacher asks students to think about a word that connects to the topic soil and at the last lessons. Students have to write it in the notebook, and then they come to the IWB and write it on them. The results will be a words cloud about the topic.	**Skills** L S R W **Key vocabulary** new vocabulary learnt during the module 1. **Communicative structures** "When I say "Soil" what do you think?" "What word do you remember?"	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	- Wordcloud: link	FORMATIVE ASSESSMENT The teacher observes the students' individual work if they are able to identify keywords connected with the topic.
2	20'	CONTENT - To observe something realistic; - To apply abstract	The teacher explains that they will go outside at the park (or in the	**Skills** L S R W	☐ Whole class ☐ Group work	- copybooks and pencils of the students; - place where there are	FORMATIVE ASSESSMENT/PERFORMATIVE ASSESSMENT The teacher observes if students are motivated and do the task.

		concepts in concrete contests; - To know the presence of pollution on the soil; - To know how to look at, record, and explain the things that there are in the park COMMUNICATION - To describe what there are at the park/school garden; - To use the prepositions of place; - To use the soil vocabulary; COGNITIVE Evaluating; Remembering; Creating; Analysing. CULTURE To be aware of the soil pollution caused by human behaviour; To be aware of pollution;	school garden). The learners have to observe the ground and note what they can see. They can write the name of living things and non-living things (examples: worms, papers, cigarettes, rocks) and use the prepositions of place to specify where they are (The butterflies are among the flowers). The teacher will help the learners to note the pollution of the soil. Usually, in the park, there are plants and animals but litter too.	**Key vocabulary** prepositions of place names of living things and non-living things; waste, litter **Communicative structures** "What can you see?" "Are there only animals or plants?" "What is it?" "There are butterflies among the flowers" "there are cigarettes next to the tree"	☐ Pair work ☑ Individual work	natural things and litter too.	The teacher looks at the individual work of the students and assesses the use of language.
3	30'	CONTENT - To	Returning to the				FORMATIVE ASSESSMENT.

		classify the waste - To know what types of waste they saw at the park - To know the consequences of pollution; COMMUNICATION - To talk about waste; - To use there is/there are; COGNITIVE Evaluating; Analysing; Remembering; CULTURE To be aware of soil pollution;	classroom, the teacher divides students into pairs. They have to discuss what they wrote at the park and classify the matter in living things or non-living things and in natural or artificial. If they don't know how to say something in English, they can write it in Italian, after the teacher or the other students can translate it. After discussing in pairs, the teacher asks to write the names on some pieces of paper. Meanwhile, the teacher prepares on the floor six circles: one yellow, one light green, one dark green, one white, one	**Skills** L S R W **Key vocabulary** PAPER, GLASS, GENERAL WASTE, PLASTIC, ORGANIC WASTE, AND NATURAL THINGS. LITTER **Communicative structures** students:"At the there is/there are... it is/They are..." "What did you see at the park?" "What is it?" "In which circle can you put it? "Are there more litter than natural things?" "Are there more paper than plastics?"	☒ Whole class ☐ Group work ☒ Pair work ☐ Individual work	- Five circles (one yellow, one light green, one dark green, one white, one brown, and one red) - a newspaper, a glass bottle, chewing gum, a plastic dish, an apple, and a stone. - papers	Through observation and listening to the learners, the teacher assesses both the learners' linguistic skills (listening, speaking and reading) and the comprehension of content.

			brown, and one red. The teacher puts six nametags over the circles (PAPER, GLASS, GENERAL WASTE, PLASTIC, ORGANIC WASTE, AND NATURAL THINGS) and one realistic example for each one (a newspaper, a glass bottle, a chewing gum, a plastic dish, an apple, and a stone). In the plenary, the teacher shows the circles and asks learners if they saw and wrote something that they can put on one of the circles (e.g., At the park, the students saw a plastic bag. Then, they wrote the name				

			wrote the name on the paper, and they can put it in the white circle). So the pairs can report what they wrote by coming at the blackboard and completing the sentence (“At the.... there is/there are... it is/They are...”) and deciding in which circle put it. By looking at the circles, the teacher asks how much litter there is at the park. The learners reflect individually on it and consider how pollution influences the wealth of the soil.				
4	30'	CONTENT - To know in nature certain materials takes a very long time to	They discuss together the presence of litter on the ground. Then,	**Skills** L S R W	☐ Whole class ☐ Group work	• worksheet 4_waste.docx - Worksheet 4 (one for each student), -	SELF ASSESSMENT By reading the test, the students can check their language skills and their own progress. They can evaluate

		decompose; - To know and to be aware some waste should never be abandoned in the environment; COMMUNICATION - To collect information from a text; - To be able to discuss and improve the vocabulary; - To recognize we can comprehend a text, even when we don't know the meaning of some words. COGNITIVE Evaluating; Remembering; Analysing; Understanding; CULTURE - To be aware of the reasons that justify the importance of recycling and waste reduction.	the teacher gives each student worksheet 4. They have to read the text and underline with green the words/sentences whose they understand the meaning, in orange whose they aren't sure, in red what they don't know. The text is about how much time different types of waste take to become soil. Then the teacher divides students into pairs and asks them to read the text and compare what they underlined. They have to suggest the meaning of the sentences underlined in red or orange from the other.	**Key vocabulary** To decompose, decomposition. Organic waste, newspaper, chewing gum, stubborn, plastic, glass. Numbers. **Communicative structures** "Is it a good thing for the soil and living things or not?" "How does waste take to decompose?" students: "What do you underline in red?" "It means..." "How does bottle take to decompose?" "It takes..."	▣ Pair work ▣ Individual work	colours.	their ability to comprehend a text written in English. Underling, they can see effectively what is to improve and what they already know. PEER ASSESSMENT During the pair work, students can help each other to comprehend the test. The peer is a support to understand the words and the sentences underlined in red. Also, the classmate can evaluate the comprehension and give feedback.

			Moreover, the learners in pairs complete the last part of the worksheet by writing the decomposition of papers, glass, plastics, and organic waste. This information is in the text.				
5	20'	CONTENT - To know in nature certain materials takes a very long time to decompose; - To know and to be aware some waste should never be abandoned in the environment; COMMUNICATION - To collect information from a text; - To be able to discuss and improve the vocabulary; - To recognize we can comprehend a text, even when	In the plenary, the class read the text, and the teacher checks if they understood everything. When the learners read the decomposition time of each waste, the teacher includes a paper with the time in the correct circle. The teacher writes on the blackboard the sentence: “….takes….to	**Skills** L S R W **Key vocabulary** food vocabulary, plastic, glass, paper. "...Takes...to become soil"	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	- paper with the time of decomposition; - circles;	FORMATIVE ASSESSMENT/ SELF-ASSESSMENT Through the oral presentation, the teacher assesses both the learners’ linguistic skills (listening, speaking, and reading) and the comprehension of the content. Each student reflects on his/ her own learning process.

		we don't know the meaning of some words. COGNITIVE Evaluating; Remembering; Analysing; Understanding; Creating; CULTURE - To be aware of the reasons that justify the importance of recycling and waste reduction.	become soil". Students have to come out, choose a circle, enter in it, choose any word, and complete the sentence.	**Communicative structures** "Choose a word, come out, enter in a cirlce and tell me the time of decomposition." "Cherries takes one or two months to become soil" "Plastic bag takes one hundred years to become soil".			
6	10'	CONTENT - To know in nature certain materials takes a very long time to decompose; - To know and to be aware some waste should never be abandoned in the environment; COMMUNICATION - To collect information from a text; - To be able to discuss	The teacher asks the learners what waste takes less time than others to decompose. The students on the notebook have to tidy up waste from which one takes less to which one more. (ORGANIC WASTE- PAPER – CHEWING GUM- PLASTIC-	**Skills** L S R W **Key vocabulary** All the lesson vocabulary	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	- survey: link - notebook.	FORMATIVE ASSESSMENT Listening to the students, the teacher assesses the learners' linguistic skills (listening, speaking and reading) and the comprehension of the content.

		and improve the vocabulary; - To recognize we can comprehend a text, even when we don't know the meaning of some words. COGNITIVE Evaluating; Remembering; Analysing; Understanding; CULTURE - To be aware of the reasons that justify the importance of recycling and waste reduction.	GLASS). Then the teacher gives homework for the next time: click on the link and do the survey. It is about recycling.	**Communicative structures** "What waste takes more/less time to decompose?" " The... takes more time to decompose" "In our classroom page there is a link with a survey to do. Click on it."			

CLIL Lesson Plan

Unit number	2	**Lesson number**	2	**Title**	Soil cycle and the organic matter

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**

1	15'	CONTENT - To recall pre-knowledge; - To review the contents; - To know and to be aware some waste should never be abandoned in the environment; COMMUNICATION - To be able to discuss and improve the vocabulary; - to use the subject-specific language; COGNITIVE Remembering; Understanding; CULTURE - To be aware of the reasons that justify the importance of recycling and waste reduction.	The teacher shows the results of the survey that the students did at home. Then, the teacher asks why we recycle and collects the learners' ideas on the blackboard. For others that show some difficulties speaking in English, the teacher can write on the blackboard the first piece of the sentence: "We recycle to…". In this pre-task, the students would remember the time decomposition of waste introduced in the previous lesson and think about soil pollution.	**Skills** L S R W **Key vocabulary** The vocabulary of the previous lesson. The time of decomposition of waste. **Communicative structures** "Why we recycle?" "We recycle to..."	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	- results of the survey;	FORMATIVE ASSESSMENT By listening to the students, the teacher assesses the learners' linguistic skills, motivation, participation, and the recovering of the content.
2	20'	CONTENT - To know soil has got a cycle; - To be aware all living things are	The teacher projects on the screen of the IWB the picture and asks the learners to describe what they can see. They can	**Skills** L S R W	☒ Whole class ☐ Group work ☐ Pair work	• Lesson 6_ Soil Cycle_picture.jpg - picture of the soil cycle;	FORMATIVE ASSESSMENT. The teacher assesses participation, the interest

		connected; - To be aware of the life under our feet; COMMUNICATION - To talk about the topic; - To describe a picture; - To use there is/there are and the prepositions of place; - To listen to others; COGNITIVE Understanding; Making connection; CULTURE - To be aware of the reasons that justify the importance of recycling and waste reduction. - To be aware of the importance of soil; - to be more careful about soil and what is underground.	use there is/there are and the prepositions of place. The teacher explains that it is a cycle. The organic waste, in one month, becomes soil, and they give nutrients to living things.	**Key vocabulary** Plants, mushrooms, roots, organic waste, mole, insects, bacteria, soil, rocks, cycle. Compost- composter. To decompose, soil cycle. Prepositions of place **Communicative structures** "In the picture there is/there are...on...." "I see..." "Is there a composter in your house? "	▣ Individual work		of students, and linguistic skills.
3	25'	CONTENT - To know soil has got a cycle; - To know the soil cycle; - To	The teacher divides the class into four groups and gives to each a sentence: “-	**Skills** L S R W	▣ Whole class ▣ Group work	• Lesson 6_ Soil Cycle_picture.jpg - SENTENCES	FORMATIVE ASSESSMENT The teacher checks if

		know the soil composition; COMMUNICATION - to be able to use the key content and the specific language; - To be able to discover information from a text; - To be able to describe the soil cycle; COGNITIVE Understanding; Evaluating; Analysing; CULTURE - To feel part of a whole; - To be aware of the life underground (under our feet);	Dead plants and animals fall on the ground: They are organic matter. - The bacteria in the soil decompose the organic matter. They transform it into simple substances. - Simple substances mix with the soil and form humus. In the humus, the plants can grow. - The plants take their nutrients from the soil; Then the animals eat the plants, so the cycle continues.” The groups read their sentences and discuss which part of the soil cycle they can match them. In the numerous classes, the teacher can divide the students into eight groups and give them a sentence or a piece of the picture. The groups with the pieces of the picture have to compose it. The	**Key vocabulary** Plants, mushrooms, roots, organic waste, mole, insects, bacteria, soil, rocks, cycle. Compost- composter. To decompose, soil cycle. Prepositions of place **Communicative structures** Teacher: "Look at the picture and read the sentences; think about where we can fix them." Students: "I think the sentence.... is in the fourth place/next to the mole"	☐ Pair work ☐ Individual work	WRITTEN IN PIECES OF PAPER; - PIECES OF THE PICTURE OR SOIL CYCLE PICTURE;	students can recall what they participate in the group work and understood the steps of the soil cycle. The teacher listens to the use of the language.

			others have to fix the sentences in the correct place. COVID 19: In the pandemic situation, the teacher let students do the work first individually, and second in pairs. The teacher gives each learner a picture of the soil cycle and projects the sentences at the IWB. The students have to write the number of the sentences in the correct place of the picture. Then, they discuss in pairs to check the work.				
4	40'	CONTENT - to experiment the composting; - to observe the soil cycle - to observe and interpret the natural transformation of matter. - to know and to be aware of the value of composting COMMUNICATION	The teacher proposes to recreate the soil cycle and to find out what happens to waste when we buried them. The teacher divides the children into groups of five and gives them: 2 plastic bottles of 2 liters, fruit residue	**Skills** L S R W	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• worksheet 5.docx - 2 plastic bottles of 2 liters, fruit residue and vegetables (including a banana peel), soil, newspaper paper, dried leaves, one sprayer with water, some plastics, a cutting board, and duct tape (for each	FORMATIVE ASSESSMENT The teacher moves around the groups and observes students' participation in the experiment. The teacher monitors the

		-to report own hypothesis in the group - To use the vocabulary - to ask questions about the experiment COGNITIVE Creating, evaluating understanding. CULTURE To be aware of the reasons that justify the importance of recycling and waste reduction.	and vegetables (including a banana peel), soil, newspaper paper, dried leaves, one sprayer with water, a knife (which we will use to cut the bottles), some plastics, a cutting board, and duct tape. The teacher distributes Sheet 5, which contains the step of the experiment. The learners have to discuss, hypothesize, follow the instructions and prepare the two bottles. In the first one, they put organic waste; in the second one, the plastics. COVID 19: An alternative to the task is to go outside and prepare, with the help of the whole class, two large containers. In them, the teacher (or 3/4 learners) puts the previous ingredients (fruit	**Key vocabulary** 2 plastic bottles of 2 liters, fruit residue and vegetables (including a banana peel), soil, newspaper paper, dried leaves, one sprayer with water, some plastics, a cutting board, and duct tape **Communicative structures** "Would you like to experiment the soil layers?" see worksheet 5		group); - Worksheet 5 (one for group or one for students)	use of language. PEER ASSESSMENT During this activity, the learners can check each other’s pronunciation and give feedback on the correct use of the vocabulary.

			residue, soil…). In this way, the teacher can guarantee social distancing. Each student can have worksheet 5 to follow what the teacher does. At home, they can redo the experiment. In a plenary moment, the class can think about the steps and describe their hypothesis.				

5	20'	CONTENT - To reflect on the learning experience; - To be able to name the steps of the experiment; - to be aware of the reasons why we do the experiment; COMMUNICATION - to discuss what was difficult or particularly interesting; - to report own feelings and difficulties; - to listen to the classmates feeling, and help them to feel better. COGNITIVE Evaluating; Remembering; Creating; CULTURE - To be aware of the importance of the soil cycle;	The teacher collects all the bottles and asks to retrace the steps of the experiment. Together they go outside to place the bottle next to the vegetable garden. The teacher explains that the experiment will take two weeks. The bootles will remain outside because they may produce an unpleasant smell. During a plenary, the teacher asks to reflect on how students felt during the lessons and why; if they were interested and what was particularly interesting, what was difficult during the lesson. They write the answer in the copybook. Then, the teacher asks some volunteers to read aloud their answers.	**Skills** L S R W **Key vocabulary** - Vocabulary of the experiment; - Feelings; **Communicative structures** Teacher: "Can you identy the step of the experiment? Why did we do it? What is our question?" - “Can you tell me something you learned today? - “Today I learned…” - "Did you like the lesson?" - “What was particularly interesting?” - “What was difficult?” "How do you feel? Why"	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	- copybooks and pens of the students; - Bottles with the experiments to place outside;	SELF ASSESSMENT Each student reflects on his/ her own learning process and feelings about it. The teacher observes the participation and the listening during the conversation. FORMATIVE ASSESSMENT The teacher checks if students can recall what they remember of the experiment and the lesson.

CLIL Lesson Plan

Unit number	2	**Lesson number**	3	**Title**	“I was waste, but now I am…”

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20'	CONTENT - To recall pre-knowledge; - to review the steps of the experiment; COMMUNICATION - To use specific language; - To use new vocabulary; - To compose sentences by following the substitution table; - To report hypothesis and use evidence to support it; COGNITIVE Remembering; Evaluating; Applying; CULTURE - To be aware through recycling waste, we can recover material and energy.	The teacher shows the picture of the soil cycle. Then, she/he asks what it is. The teacher leads the students outside, where there is the experiment of the plastic bottles. Students have to remember the steps of the experiment and tell them aloud. After, they bring in the class bottles and recompose themselves in	**Skills** L S R W **Key vocabulary** Vocabulary of the last lesson; In my opinion… I think… I believe… To become To decompose There is/there are **Communicative structures** "What is it?" "What did we talk about last lesson?" "What was our experiment?" "What in your opinion can we see as result?"	☑ Whole class ☑ Group work ☐ Pair work ☑ Individual work	• 6. SUBSTITUTION TABLE.docx • Lesson 6_ Soil Cycle_picture.jpg - substitution table; - picture of soil cycle;	FORMATIVE ASSESSMENT The teacher observes if students participate and their use of language to explain the experiment. The teacher checks if the students are able to recall the main knowledge learned during the last lesson. The focus of the teacher is even on linguistic skills. She/he checks if students are

			themselves in groups. Before opening and look the experiment, learners have to hypothesis the possible results. They can do it by discussing and looking at the substitution table. It can be projected at the IWB or give to each student. An alternative of the activity for the pandemic situation is to let do the discussion in pairs.				if students are able to compose sentences alone or by following the substitution table.
2	20'	CONTENT AND CULTURE - To identify characteristics and similarities/diversity between natural and artificial materials. - To observe and interpret the natural transformation of	The teacher proposes to write the sentence composed in the notebook. Then the learners can open the bottles and	**Skills** L S R W **Key vocabulary** compost, to decompose, the name of the experiment's materials.	▣ Whole class ▣ Group work ☐ Pair work ▣ Individual work	- cellophane	FORMATIVE ASSESSMENT AND PEER ASSESSMENT Listening to the students, the teacher assesses the learners' linguistic skills

		matter. - To experiment the composting; - To know inorganic waste may not be transformed into compost, so it should never be abandoned in the environment; - To be aware of the reasons for recycling and reducing waste. COMMUNICATION - To describe the results of the experiments; - To reports in the notebook the stage of the experiments and the results; - To talk about composting; COGNITIVE Analysing; Creating; Understanding.	throw what is inside on the table (covered by cellophane). The learners can discuss in groups (or in pairs) the result. They can observe and report that plastic objects have remained unchanged, while organic matter (Fruit or vegetables) decomposed completely or almost. After listening to their ideas, the teacher explains that the result of this process is called "compost", which is soil with different nutrients. The learners draw in the notebook the results of the experiment.	**Communicative structures** "What happened?"."What disappeared?" "What remained?" "There aren't food, but there are plastic." "The food decomposed." "Open your notebook and draw the result of your experiment. What is it?" "It is the compost!"			and comprehension of the content. During this activity, children can give feedback to each other about the linguistic and the content.

			Then, they write the name “COMPOST”.				
3	40'	CONTENT AND CULTURE - To identify characteristics and similarities/diversity between natural and artificial materials. - To observe and interpret the natural transformation of matter. - To know and be aware organic waste may be transformed into compost and reused in agriculture; - To experiment the composting; - To know the value of recycling; - To know inorganic waste may not be transformed into compost, so it should never be abandoned in the environment; - To be aware of the reasons for recycling and reducing waste. COMMUNICATION - To talk about recycling and	The teacher shows a picture of the home composter at the IWB. She asks if anyone saw it or knew what it is. Then, the teacher writes on the blackboard two questions: "Why some people do compost at home?" "Why they can't have the same result with plastic?". They have to write in the notebook their opinion and then discuss in pairs. With the whole class, the teacher collects the ideas. She/He explains by recycling the	**Skills** L S R W **Key vocabulary** empty yogurt vase, seeds, compost, composting, composter, recycling, plastic, give birth, pollution, polluted. "I was waste, now I am..." **Communicative structures** "Why some people do compost at home?", "Why they can't have the same result with plastic?" "By recycling we can give birth to something new. Do you want to experiment it?"	▣ Whole class ☐ Group work ☐ Pair work ▣ Individual work	• Lesson 7_compost.png - garden composter (picture); - empty yogurt vases (1 for each student); - compost; - seeds - spoon; - paper;	FORMATIVE ASSESSMENT. The teacher assesses students by observing how they work during the activity. The teacher gives oral feedback on how well learners are progressing and what they are doing.

		recycling and reducing waste; - to respond to questions about subject content; - to express own experiences and ideas; - to hypothesize; - To identify points of similarity and difference; COGNITIVE Analising; Evaluating; Creating; Remembering; Understanding;	organic waste is possible to create new soil and give birth to new plants. Plastic isn’t relevant for the cycle: it polluted the soil. To think about the process and recognize the importance of composting, the class does an experiment. The teacher gives to each student an empty yogurt vase and some seeds. Students have to put the soil in the vases and plant the seeds. Then the teacher asks to write on a piece of paper the following sentence and complete it: “I was waste, but now I am…”.					

			They can bring the vase at home.				

4	10'	CONTENT AND CULTURE - To identify characteristics and similarities/diversity between natural and artificial materials. - To know the value of recycling; - To know inorganic waste may not be transformed into compost, so it should never be abandoned in the environment; - To be aware of the reasons for recycling and reducing waste. COMMUNICATION - To talk about recycling and reducing waste; - to express own experiences and ideas; - to create solutions; - To identify points of similarity and difference; COGNITIVE Evaluating; Creating; Understanding;	The teacher asks what is possible to do with the plastic and other inorganic waste. If they let the plastic at the park, it polluted the new soil. The teacher writes all the ideas on the blackboard and the students on the notebook. The learners can name the recycling or the creation of new objects.	**Skills** L S R W **Key vocabulary** Recycling, plastic earrings, plastic bottle, recycled plastic. **Communicative structures** "What can we create with recycled plastic?" "I was plastic, now I am..."	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work		FORMATIVE ASSESSMENT The teacher assesses the creative ideas of students about what to create with recycled plastic.
5	30'	CONTENT AND CULTURE - To know	The teacher	**Skills**		• Lesson 7_there	Listening to the students,

		the value of recycling; - To know all matter can be recycled but in different ways. - To know inorganic waste may not be transformed into compost, so it should never be abandoned in the environment; - To be aware of the reasons for recycling and reducing waste. - to taking personal stands to prevent pollution and stop global warming; - to be aware of the consequences of pollution; COMMUNICATION - To express ideas and proposals about people and children personal engagement to stop pollution; - to talk about climate change and pollution. - to give a personal description. Predicting and explaining the meaning of new words and	shows at the IWB the picture of the poster "THERE IS NO PLANET B" and asks to discuss the meaning. Then, the teacher shows the video of Greta Thunberg and explains that she is an activist who wants to stop global warming. The video says: "No one is too small to make a difference". After discussing in pairs, the teacher asks them to write this sentence in the notebook and write a promise they do for the planet and against pollution. Each lesson, the teacher will ask if during the	L S R W **Key vocabulary** "Fridays for future" Greta Thunberg global warming pollution to recycle to promise to be more green to respect the planet to pick up litter from the ground "There is no planet b" "No one is too small to make a difference" **Communicative structures** Teacher: "Who knows this picture?" "Who is she?" "What can you see in the picture?" Students:"There is/There are...""I promise to..."	☑ Whole class ☐ Group work ☑ Pair work ☑ Individual work	is no planet b.jpg - "There is no planet b" picture (from Pixabay) - video youtube: link - gloves; - bags	the teacher assesses the learners' linguistic skills (listening, speaking, writing, and reading), the comprehension of the vocabulary, and the content. During the pair work, children correct the each-others pronunciations. The teacher assesses the ability to keep a stand of the students and the participation during the work at the park.

		sentences. COGNITIVE Creating; Understanding; Applying; Evaluating;	week they respected the promises or not. The teacher proposes students go to the park and clean it together. The learners will accept the proposal. The teacher gives gloves and bags to students. Together they go to do something ecological for soil and the planet.				

CLIL Lesson Plan

Unit number	3	**Lesson number**	1	**Title**	Arrival and departure

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

1	45'	CONTENT - To know what the soil is; - To know the layers of soil; - To know the name of the types of soil; - To know the composition of soil; - To know what is compost and its importance in nature; - To know how long garbage takes to decompose. COMMUNICATION. - to use the subject-specific language; - to explain what soil is and which types exist; - To compose simple sentences; to understand and complete sentences; COGNITIVE - to make predictions; - to observe; - to think; - to classify things; - to create; CULTURE. - to understand the importance of soil; - To understand the importance of recycling; - To understand how human behaviour can influence the natural cycle of the soil.	The teacher tests the students with a written test. It is about the contents learned in these two modules. Inside the file, there are some questions to assess the linguistic skills and a task to test the creativity of the learners.	**Skills** L S **R** **W** **Key vocabulary** Vocabulary learned the previous lessons. **Communicative structures** See the test.	☐ Whole class ☐ Group work ☐ Pair work ▣ Individual work	• LESSON 8_ SOIL TEST.docx	SUMMATIVE ASSESSMENT Observing the individual work, the teacher assesses both the learners' linguistic skills and the comprehension of content.

2	15'	To reflect on the learning experience and to understand the importance of soil and the recycle.	The teacher gives to the student a self-assessment. They have to complete it.	**Skills** L S R W **Key vocabulary** Vocabulary learned the previous lessons. **Communicative structures** See the test	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• lesson 8_my learning activity.docx	SELF ASSESSMENT AND FORMATIVE ASSESSMENT. Each student reflects on his/her own learning process and feelings about it. They have to complete the worksheet.