# CLIL Module Plan

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| **Author(s)** | Aaron Gaio | | | | |
| **School** | I.C. Cavalese | | | | |
| **School Grade** | ○ Primary | ◉ Middle | ○ High | | |
| **School Year** | ◉ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 |
| **Subject** | Scienze naturali | **Topic** | The Solar System | | |
| **CLIL Language** | ◉ English | ○ Deutsch | | | |

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| **Personal and social-cultural preconditions of all people involved** | Teacher’s profile: Mathematics and Science Teacher Students’ group profile: The class is made up of 21 students. In the group there is a boy with migrant background, coming from Pakistan but speaking Italian since little, no pupils with special educational needs. Experience of CLIL: The class has got no previous experiences in CLIL, before this school year. However, the project has been done towards the end of the school year. During the previous year the students had 3 lessons per week in Technology Studies, Science and Geography, one per each subject. The students are motivated and the most of them work very well and like group activities. The average level of language competences of the class is CEFR A1/A2 |

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| **Students' prior knowledge, skills, competencies** | **Subject** | **Language** |
| | Used to work with science and the scientific method. Good in own production of materials, also using technological devices. Some previous knowledge on the topic of astronomy from primary school. | Students are able to narrate events using the past tense and time connectives; they can express events in sequences. They are able to use a dictionary. Little use of specific science vocabulary. |

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| **Timetable fit** | ◉ Module | Length 5 hours (5 lessons of 55') |

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| **Description of teaching and learning strategies** | The lessons are Task-Based learning. They are focused on gaining new knowledge and on guided understanding; classroom activities are as communicative as possible and the environment involves students in a cooperative and in a task-based learning; lessons are a mix of frontal learning and “student-centered” learning, they are aimed to develop students’ autonomy and to emphasize students’ critical role in constructing meaning from prior experience and new information; the teacher mostly acts as a facilitator and a guide; teacher’s different roles are functional to the phases of the lessons. The methodological approaches consist of individual work, cooperative learning, pair work, peer correction. Strategies are aimed to promote interaction and communication, while continuous assessment provides motivation, language use and accuracy. Social Competences are developed through working in group, accepting different point of view, interacting with others, showing respect. |

# Overall Module Plan

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| **Unit:** 1<br>The Solar System<br>**Unit length:** 5 hours | **Lesson 1**<br>Introduction to planets |
| | **Lesson 2**<br>Planets of the Solar System |
| | **Lesson 3**<br>Rotation and revolution |
| | **Lesson 4**<br>Preparing some research...and presentation |
| | **Lesson 5**<br>Assessment |

# CLIL Lesson Plan

| **Unit number** | 1 | **Lesson number** | 1 | **Title** | Introduction to planets |
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| **Activity** | **Timing** | **Learning Outcomes** | **Activity Procedure** | **Language** | **Interaction** | **Materials** | **Assessment** |
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| 1 | 25 | By the end of this activity, the student will: - be able to guess information about a planets and the solar system out of pictures; - be able to discuss simple English-taught subjects among peers. | Brainstorming with pictures: guessing information about a scientific topic out of visuals; T's role: introducing and giving instructions about the lesson; S's role: formulating hypotheses; sharing ideas with others; getting information out of visuals; | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science<br>**Communicative structures**<br>discussing in groups; what do you think; Making guesses, creating short sentences | ☐ Whole class<br>▣ Group work<br>▣ Pair work<br>☐ Individual work | • 001 Immagini sistema solare.docx<br>Photos are all released under the Pexels license and by the Creative Commons Zero (CC0) license. | informal observation |

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| 2 | 15 | By the end of this activity, the student will be able to formulate what discussed previously in simple sentences | Feedback: all sentences that arise from the students are written on the blackboard; T’s role: helping learners with the language;giving feedback. S’s role: sharing ideas with others;formulating simple sentences | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science<br>**Communicative structures**<br>Formulating what discussed in pairs/groups | ☐ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | blackboard | Informal observation |
| 3 | 15 | - to learn some more words about this scientific topic (solar system) - to better organize what guessed in the previous activities - to enhance previous knowledge | Teacher summarizes the topic and gives some important words | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>listening; communicate using specific vocabulary | ☑ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | blackboard and notebooks | - |

# CLIL Lesson Plan

| **Unit number** | 1 | **Lesson number** | 2 | **Title** | Planets of the Solar System |
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| **Activity** | **Timing** | **Learning Outcomes** | **Activity Procedure** | **Language** | **Interaction** | **Materials** | **Assessment** |
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| 1 | 15 | - to be able to read and interprehet a text with logical content - to understand information out of more complex sentences - problem solving capability and logic thinking | Teacher gives out the worksheet, explaining the task. Students have to reorder the planets of the Solar System by their size, reading and understanding the logic behind the game. | **Skills**<br>L S **R** **W**<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>Speak, listen and participate in dialogue; Communicative structures necessary to give commands, requests, advices or making suggestions. | ☐ Whole class<br>☐ Group work<br>☑ Pair work<br>☐ Individual work | • 002 Planets, order by size.docx<br>worksheet,<br>Extract from : link | informal observation |

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| 2 | 10 | By the end of this activity, the student will be able to formulate what discussed previously in simple sentences, correcting themselves and finding each other mistakes or not-to-the-point statements. Social Competence: working in group; accepting different point of view; interacting with others showing respect. | Checking previous exercise, speaking in mixed groups (jigsaw). T. supervises and circulates among the areas of work, gives feedback, guides and helps students to activate thinking skills in order to check their mistakes. Ss. work in organized sections; each member of the group does a specific activity according to the role undertaken in the previous lesson | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>making deductions, analysing relationships | ☐ Whole class<br>☒ Group work<br>☐ Pair work<br>☐ Individual work | • 002 Planets, order by size.docx<br>worksheet, Extract from : link | peer and self-correction and evaluation |

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| 3 | 30 | to be able to: - connect science and mathematics with a real problem - perform simple calculations (multiplication) - understand the meaning and concept of gravity | Teacher explains the worksheet and pose some questions: "How much would you weigh on other planets? And on the Moon? To get your “weight”, follow the instructions below and then look at the chart provided." Ss. try to understand the problem and make some simple calculation, following the worksheet instruction. making deductions, analysing relationships | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>reading and discussing a text; formulating short sentences; connecting math and language; making deductions, analysing relationships | ▣ Whole class<br>▣ Group work<br>☐ Pair work<br>☐ Individual work | • 002b peso sui pianeti.docx<br>worksheet | informal evaluation (later on, the knowledge acquired will be measured in a test) |

# CLIL Lesson Plan

| **Unit number** | 1 | **Lesson number** | 3 | **Title** | Rotation and revolution |
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| **Activity** | **Timing** | **Learning Outcomes** | **Activity Procedure** | **Language** | **Interaction** | **Materials** | **Assessment** |
|---|---|---|---|---|---|---|---|
| 1 | 10 | Activating prior knowledge; remembering. Understanding and gaining information by listening; readiness to act. | T. asks questions about the topic of the previous lesson and writes on the blackboard key words; also correcting the weight exercises. Ss. give clues and answers, posing where they found the biggest problems | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>Communicative structures necessary to give and follow instructions, to describe, to discuss in the class and with the teacher. | ☒ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • 002b peso sui pianeti.docx<br>worksheets and some previous assignments | self-evaluation and correction of homework |

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| 2 | 15 | Cognition: Activating reasoning skills; recognizing elements necessary to answer the questions later on; connecting information, analysing relevant information. Communication: using specific vocabulary during the activity; composing and manipulating different kinds of texts. | Students reading the text and discussing it in pairs. T. supervises and circulates among the areas of work, gives feedback, guides and helps students to activate thinking skills in order to check their mistakes. Students read the complete text; T's role: introducing and giving instructions about the lesson; S's role: formulating hypotheses; sharing ideas with others; getting information out of a text; | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>reading a text; making deductions, analysing relationships | ☐ Whole class<br>☐ Group work<br>▣ Pair work<br>☐ Individual work | • 003 rotazione e rivoluzione.docx<br>text | informal evaluation |

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| 3 | 15 | By the end of this activity, the student will be able to answer questions; also, evaluate what previously learned during the lesson; the student will be able to read and understand a text about a scientific topic; also, be able to discuss simple English- taught subjects among peers. | T’s role: helping learners with the language;giving feedback. S’s role: answering questions, discussing it in pairs/groups. | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>discussing simple English- taught subjects among peers; Making guesses, creating short sentences, answering | ☐ Whole class<br>▣ Group work<br>▣ Pair work<br>☐ Individual work | • 003 rotazione e rivoluzione.docx<br>• ASSESSMENT Grid.docx<br>worksheet questions | written answer and informal evaluation of the group work; assessment grid |
| 4 | 15 | Cognition: Activating reasoning skills; recognizing elements necessary to carry out a writing project; connecting information, analysing relevant information necessary to describe the topic, making deductions, analysing relationships; representing | From the questions in the worksheets, students try to formulate a longer text about planets and their rotation and revolution. | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position | ☐ Whole class<br>▣ Group work<br>▣ Pair work<br>☐ Individual work | • 003 rotazione e rivoluzione.docx<br>• ASSESSMENT Grid.docx<br>final part of the worksheet | evaluation of group work with assessment grid and evaluation of the materials produced |

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| | | representing information, applying imagination in creating exercises and drawings, predicting; applying evaluation criteria; discriminating the most relevant elements necessary for the project. Communication: using specific vocabulary during the activity; composing and manipulating different kinds of texts. | | **Communicative structures** discussing simple English- taught subjects among peers; Making guesses, creating short sentences and combining them into a text; Making suggestions; Communicative structures necessary to give commands, requests, advices. Connective of time. Use of simple past tense necessary for written narration. | | | |

# CLIL Lesson Plan

| **Unit number** | 1 | **Lesson number** | 4 | **Title** | Preparing some research...and presentation |
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| **Activity** | **Timing** | **Learning Outcomes** | **Activity Procedure** | **Language** | **Interaction** | **Materials** | **Assessment** |
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| 1 | 5 | Content: Activating prior knowledge; remembering. | T. asks questions about the topic of the previous lesson and writes on the blackboard a mind map. Ss. answer to teacher questions and help to write the mind map on the blackboard | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>Asking questions Could you tell me? Do you remember..? What else? | ☒ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | | informal observation |

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| 2 | 10 | Social Competence: work in group; accept different point of view; interact with others showing respect; analyzing options; making decision.<br>Science Competence: enhance the knowledge about rocks and minerals by working in groups | Ss. discuss about the different planets suggested by the teachers to choose the one for their group work. | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>discussing in groups; what do you think; I like, I dislike | ☐ Whole class<br>☒ Group work<br>☐ Pair work<br>☐ Individual work | • ASSESSMENT Grid.docx | informal observation and assessment grid |

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| 3 | 15 | Social Competence: working in group; accepting different point of view; interacting with others showing respect; analysing; making decision; organizing. Cognition: activating reasoning skills - recognizing information convenient for the purpose of the project. | T. supervises and circulates between the areas of work. he/she encourages, gives help, observes. Ss. discuss in order to make their choice; they decide which exercises they are going to create and what kind of pictures should illustrate the paragraphs. | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>discussing in groups; what do you think; I like, I dislike; "how should we..?" | ☐ Whole class<br>☑ Group work<br>☐ Pair work<br>☐ Individual work | | informal observation and evaluation grid |

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| 4 | 25 | Cognition: Activating reasoning skills; recognizing elements necessary to carry out a project; connecting information, analysing relevant information necessary to describe the topic, making deductions, analysing relationships; representing information, applying imagination in creating exercises and drawings, predicting; applying evaluation criteria; discriminating the most relevant elements necessary for the project.<br>Communication: using specific vocabulary during the activity; composing and manipulating different kinds of texts with creative purposes | T. supervises and circulates among the areas of work, gives feedback, guides and helps students to activate thinking skills in order to check their mistakes. Ss. work in organized sections; each member of the group does a specific activity according to the role undertaken in the previous lesson: some students translate the selected legend from Italian to English, some prepare the exercises and other ones do the drawings or search for pictures on the web site. | **Skills**<br>L S R W<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>Making suggestions; Communicative structures necessary to give commands, requests, advices. Connective of time. Use of simple past tense necessary for written narration. | ☐ Whole class<br>☒ Group work<br>☐ Pair work<br>☐ Individual work | • ASSESSMENT Grid.docx<br>The material produced were then presented in class. Not as a part of this description of the module | informal observation and assessment grid |

# CLIL Lesson Plan

| **Unit number** | 1 | **Lesson number** | 5 | **Title** | Assessment |
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| **Activity** | **Timing** | **Learning Outcomes** | **Activity Procedure** | **Language** | **Interaction** | **Materials** | **Assessment** |
|---|---|---|---|---|---|---|---|
| 1 | 55 | - activating reasoning skills - recognizing information convenient for the purpose of the tasks. - link different materials and types of information to find the right answer - elaborate different information and put them into practical answers - connecting different contexts, as math and science and real life | T. supervises and circulates between the areas of work. he/she encourages, gives help, observes. Ss. work individually to show what they have learned. | **Skills**<br>L S **R** **W**<br>**Key vocabulary**<br>words related to astronomy, planets and satellites, science, "bigger" and "smaller", "close to" and various position<br>**Communicative structures**<br>writing | ☐ Whole class<br>☐ Group work<br>☐ Pair work<br>☒ Individual work | • 2018-05 Competenze scienze.pdf<br>Possible to answer the test in English (preferable) and Italian given to the students. Table available in CClicence at link | Evaluating the test, also with self-correction to give a meaning to the mistakes. |