

TKT CLIL LESSON PLAN

Teacher's name	Ferrari Giovanna			
Date	19/05/2015			
Time	8.55 – 9.00			
Subject	Science: “Reduce, Reuse, Recycle”			
Class	4 A			
Group profile	<p>Strengths: The number of pupils forming the class is limited (only 13). They are all very interested in learning English and usually display a good level of comprehension. They readily participate in activities that are proposed.</p>			
	<p>Weaknesses: This class has never experienced CLIL before. Moreover, English is their second foreign language after German: in fact they have started learning English one and a half year ago, one hour per week for the first year, two hours a week for this second year. Since they have not studied English so far, these children need to use very simple, basic and simplified grammar and vocabulary that allow them to infer the meaning of words and sentences. One of the children has a Conduct Disorder. He constantly needs assistance from a dedicated teacher, both for his short attention time and for his difficulties in obeying rules and collaborating with classmates.</p>			
Learning Outcomes (most learners)	Content	To know	To do	To be aware of
		<p>Children understand the problems connected to waste management.</p> <p>Children understand and carry out the 3R's actions as far as they can to contribute saving the environment.</p> <p>Children recognise which actions are “eco-friendly” and which are not.</p>	<p>Children can classify different kinds of waste. When they buy something, they can choose the best item in order to reduce as far as possible the waste from packaging.</p> <p>Children know how to creatively reuse waste.</p> <p>Children know which actions can help in saving resources.</p> <p>Children have a feeling to donate their redundant</p>	<p>Children are aware that each person is responsible of the environment and that lots of small actions can make a difference.</p> <p>Children are aware of the importance of “going green”.</p>

			stuff to people who may need it.	
	Communication	<p>Vocabulary related to the content objectives (garbage, waste, environment, resources, materials, paper, plastic, metal, glass, aluminium, organic, compost, reduce, reuse, recycle; bin; switch on/off the lights, turn on/off the tap, to save, to use less water/electricity...)</p> <p>Structures: Waste is a problem for... Reuse/ Reduce/ Recycle means... Before it was... and now it is a ... This is a ...; it is made of ...; I put this in the ... bin. ... is/is not totally recyclable.</p> <p>Functions: define, identify, describe, give instructions, report.</p>		
	Cognition Skills:	Remembering, defining, identifying, dividing, classifying, discriminate, collaborating, observing, summarizing.		
	Culture	Children will increase awareness of correct behaviours that keep the environment safer.		
Final task	Learners will develop an understanding on how it is possible, in their everyday-life, to contribute in keeping the environment safer.			
Assessment	They will be able to say what's the meaning of reducing, reusing and recycling (individually). Also they will be able to give examples about how they can reduce, reuse and recycle waste materials (by working in small groups, filling in tables and finding solutions to easy problematic situations).			
Timetable fit	<p>Previous lessons: By showing pictures on the LIM, the teacher will activate prior-knowledge about basic vocabulary related to the topic (garbage, waste, problem, recycle, switch off the light, turn off the tap, to save, to use less water/electricity...)</p> <p>Future lessons: In small groups, the children will think about a slogan (short sentence and drawing) to put on the poster celebrating the World Environmental Day on this 5th of June. In small groups, the children will develop a questionnaire to submit to their older schoolmates about going green. They can use multiple-choice questions, assigning different scores based on how "green" the answers are.</p>			
Assumptions about students' prior knowledge	<p>Content: basic vocabulary related to the topic.</p> <p>Communication: asking and answering about things (What is it? It's a ... What is it made of? It's made of...).</p> <p>Cognitive skills: identify, classify, discriminate, choose the best practice and motivate the choice.</p> <p>Culture: make aware of environmental issues</p>			
Anticipated problems and solutions	<p>Content: using lots of realia, children will easily understand all the parts of the lesson.</p> <p>Communication: As they have not studied English so far, these children need to use very simple, basic and simplified grammar and vocabulary. The teacher will provide patterns they need. They will work in groups, helping each other.</p>			

	<p>Cognitive skills: one of the children has big difficulties: he always needs an adult's assistance during the activities, as he often finds troubles in cooperating and obeying the basic school rules. His attention level is fragile and short, he hasn't yet accomplished the grade level in speaking, reading or writing. He could be helped by the assistance of his personal teacher. Moreover there are three very shy children who could be helped by working in groups.</p> <p>Culture: the children are aware of this topic. The teacher will arrange contents so as they may fit children's viewpoint.</p>
Resources & materials to be used	<p>General: realia, word/sentences cards, pictures, posters, tables and grids.</p> <p>Differentiated: All the activities are planned to be very clear to all of the children, by using lots of realia, and having the children working in groups.</p>

Stage	Aim	Procedure	Materials	Interaction	Timing
1. Lead-in	<p>Stimulate children's interest about the topic (waste problem).</p> <p>Review a part of the vocabulary relating to the topic.</p>	<p>The teacher shows a bag of garbage and asks the class: -What is it? -What is IN the bag?</p> <p>The teacher takes the items out of the bag and puts them on the floor, saying their names.</p> <p>The teacher reports about the amount of waste that each person in Italy produces every year (possibly showing it on the LIM) and shows a chart visualizing it.</p> <p>The teacher shows pictures of big mountains of waste and says: - Waste is a big problem: what is it a problem for? It's a problem for ... (takes notes of childrens' answers).</p> <p>The teacher shows the international symbol of ricycle and asks: -Do you know this symbol? (children already know about recycling).</p> <p>The teacher explains that the symbol contains three arrows connected to each other in a cycle, referring to three words indicating special actions we can do if we want to find a solution for the problem of waste. This three words all start with the letter "R" and are: Reduce Reuse Recycle</p> <p>The teacher asks for volunteers who want to summarize/repeat what has been said and volunteers who want to stick on the poster the related cards.</p>	<p>A bag of garbage containing: - paper/plastic/styrofoam packagings; -palstic and glass bottles; - a newspaper; -cans; -an old T-shirt; -old shoes; -an old book; -an old toy</p> <p>An empty poster</p> <p>Word cards -garbage -waste -for people -for animals -for the Earth -for the environment -for the vegetation</p> <p>Sentence cards -In Italy each person produces about 500 Kg of waste every year. -Waste is a big problem for</p> <p>Pictures of people, animals, vegetation, environment, Earth</p> <p>A chart</p> <p>The blackboard to draw pictures to prompt some learners in difficulties.</p>	<p>Teacher to students.</p> <p>The whole class answer to LOTS and HOTS questions.</p> <p>Some volunteers repeat what has been said and stick labels on the poster</p>	10 mins

		(Attachment 1)			
2. Middle a	Explaining and showing the concept of “reduce” (use less packagings and less resources, like electricity and water)	<p>The teacher explains what “reducing” means, by showing good practices: - at the supermarket, choosing unpackaged food; - at school, switching off the lights when you don't need them; - at home, when you brush your teeth, turning off the tap.</p> <p>The teacher asks for volunteers who want to summarize/repeat what has been said and volunteers who want to stick on the poster the related cards. (Attachment 1)</p> <p>The teacher asks children to work in small groups. Each group discusses about different life situations and finds the best choice in order to reduce (with a dichotomous answer). At the end each group says his choices. The teacher helps in giving reasons. (Attachment 2)</p>	<p>Packaged and unpackaged food.</p> <p>a lamp</p> <p>a toothbrush</p> <p>Word cards -reduce</p> <p>Sentence cards: use less packagings and less resources, like electricity and water.</p> <p>The blackboard to draw pictures to prompt some learners in difficulties.</p>	<p>Teacher to students.</p> <p>The whole class answer to LOTS and HOTS questions.</p> <p>Some volunteers repeat what it has been said and label the poster.</p> <p>In small groups learners discuss and find out which is the best choice; at the end, they share their answer with the whole class.</p>	15
3. Middle b	Explaining and showing the concept of “reuse” (use again or donate)	<p>The teacher explains what “reusing” means, by showing different good practices: - a plastic bag and a reusable bag; - with a jam jar you can make a button case; - with an old T-shirt you can make a bag (without sewing only by cutting off the bottom part, the sleeves and the neckline); - with a coffee box and a pair of woman's tights you can make a pen box; - with an old fork you can make a ring; - the old shoes can be donated to someone else who needs them.</p> <p>The teacher asks for volunteers who want to summarize/repeat what has been said and volunteers who want to stick on the poster the related cards. (Attachment 1)</p> <p>The teacher asks the children to work in small groups. Following a pattern, each group has to write sentences about the objects which were reused. Each</p>	<p>Plastic shopping bag/reusable bag</p> <p>Empty jam jar/jam jar full of buttons</p> <p>an old T-shirt/a pair of scissors</p> <p>a coffee box/a pair of woman's tights</p> <p>a fork/a ring</p> <p>a pair of old (but not broken) shoes</p> <p>The blackboard to draw pictures to prompt some learners in difficulties.</p> <p>Word cards: -reuse</p> <p>Sentence cards: -use again or donate.</p>	<p>Teacher to students.</p> <p>The whole class answer to LOTS and HOTS questions.</p> <p>Some volunteers repeat what it has been said and label the poster.</p> <p>In small groups learners write sentences; at the end, they read them to the class.</p>	15

		group reads aloud its own sentences. (Before it was a and now it is a) (Attachment 3)			
4. Middle c	Explaining and showing the concept of “ recycle ” (transform old materials into new materials)	The teacher asks children what they can recycle (plastic, paper, glass, organic, aluminium). The teacher asks for volunteers who want to summarize/repeat what has been said and volunteers who want to stick on the poster the related cards. (Attachment 1) The teacher asks children to work in small groups and classify different objects in the different waste group, filling in a table. (Attachment 4)	A plastic bottle a glass bottle a banana skin a newspaper a plastic packaging a paper and plastic packaging a can The blackboard to draw pictures to prompt some learners in difficulties. Word cards: - recycle Sentence cards: - transform old materials into new materials.	Teacher to students. The whole class answer to LOTS and HOTS questions. Some volunteers repeat what has been said and label the poster. In small groups learners classify objects completing a table; at the end, they share their answers with the whole class.	15
5. End	Giving an assesment of the lesson	The teacher praises the class for the good job and donates each pupil a badge. Children can colour it and stick it wherever they want. (See next page)	A paper badge	Teacher to students.	1