

## TKT CLIL LESSON PLAN

<b>Teacher's name</b>	Marta Zanetti	<b>Date</b>	26/05/2015		
<b>Time</b>	2 hours: from 8.00 to 10.00	<b>Subject</b>	SCIENCE		
<b>Class</b>	Second class				
<b>Group profile</b>	<p><b>Strengths:</b> The children are used to work independently when needed and work well in teams. They usually complete work on time and they are motivated to do well in school. Most of them are interested in science and in making experiments.</p>				
	<p><b>Weaknesses:</b> Students' number is large (20 students) and the language level is still low because they have never done CLIL and they have only 1 hours of English per week.</p>				
<b>Learning Outcomes</b>	<table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Subject Goals:</b></p> <ul style="list-style-type: none"> <li>-To be able to identify the five senses and its corresponding organs.</li> <li>-To be able to use their sense of smell in a real situation: sense workshop.</li> <li>-To be able to sing a song related to the topic.</li> <li>-To be respectful with their classmates when working in groups.</li> </ul> </td> <td style="vertical-align: top; padding-left: 20px;"> <p><b>Linguistic Goals:</b></p> <ul style="list-style-type: none"> <li>- the pupils are supposed to revise and get to know new vocabulary about the five senses: smell, taste, hearing, touch, sight.</li> </ul> </td> </tr> </table>			<p><b>Subject Goals:</b></p> <ul style="list-style-type: none"> <li>-To be able to identify the five senses and its corresponding organs.</li> <li>-To be able to use their sense of smell in a real situation: sense workshop.</li> <li>-To be able to sing a song related to the topic.</li> <li>-To be respectful with their classmates when working in groups.</li> </ul>	<p><b>Linguistic Goals:</b></p> <ul style="list-style-type: none"> <li>- the pupils are supposed to revise and get to know new vocabulary about the five senses: smell, taste, hearing, touch, sight.</li> </ul>
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<b>Final task</b>	<p>There are tasks in which they practise input and output.          At the end of the unit they will have a "Final Project" where they will create a poster in groups about what they have learnt.</p>
<b>Timetable fit</b>	<p>This topic is best accomplished when done in four weeks. For young children it is sometimes hard to absorb so many ideas all at once.          This lesson plan is the last (the 4<sup>th</sup>) part of the project that has been done in 4 weeks:          1<sup>st</sup> week: introduction of the vocabulary about the five senses with a rhyme and different engaging activities;          2<sup>nd</sup> week: sense of sight and hearing workshop;          3<sup>rd</sup> week: sense of taste and touch workshop;  <b>4<sup>th</sup> week: sense of smell and final task about the five senses.</b></p> <p>The children already knew the body parts vocabulary and some words relative to the topic. New words that were needed for the different experiments have been reinforced and revised in the English lessons.          The new vocabulary relative to the science lesson is:  <i>Nouns:</i> sense of sight, smell, hearing, taste, touch.  <i>Verbs:</i> hear, see, feel, smell, taste.</p>
<b>Anticipated problems and solutions</b>	<p>Problems: their energy levels will be high and they will not be focused on the lesson or they will be bored with this lesson.          Solution: To have fun worksheet activities to learn about so it will capture their attention or to show how animals use their noses to find food.          (Hopefully they won't be bored, but will be focused on doing something interesting that they will learn. <b>With fun comes learning!</b>)</p>
<b>Resources &amp; materials to be used</b>	<p>Materials and Equipment:</p> <ul style="list-style-type: none"> <li>• different things in numbered tins such as orange, chocolate, cheese, coffee, mint, water, vinegar, flowers, lemon, onion and banana (10 in total and the children know the English words);</li> <li>• flash cards of the body parts (nose, eye, ear, ear, mouth, tongue...) and of food words (chocolate, cheese...);</li> <li>• pencil, sheets of paper, scissors, glue, paper, worksheets;</li> <li>• magazines, papers, pictures and newspaper(to cut out images for the final task);</li> <li>• CD-player;</li> </ul>

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|  | <ul style="list-style-type: none"><li>• interactive whiteboard.</li></ul> |
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Stage	Aim	Procedure	Materials	Interaction	Timing
1	<p><i>REVISION ACTIVITY</i></p> <p>To revise the body words (nose, eyes, ears, mouth, hands, tongue...) and some food words (chocolate, water...).</p>	<p>Revision of the body words and food words with flashcards.</p> <p>The teacher shows some flashcards to pupils and they say the word.</p> <p>On the interactive whiteboard children can play matching the word to the corresponding image.</p> <p>Play some games to identify and match the picture with the word card.</p>	Flashcards and interactive whiteboard	plenum	15 minutes
2	<p><i>EXPERIMENT ACTIVITY</i></p> <p>To use their sense of smell in a real situation: smell sense workshop.</p>	<p>The class will be divided into 5 groups of 4 students.</p> <p>Every student will have a different role (student A organises the material, student B checks the time, student C brings the tin to the other group, student D checks all are using the target language as more as possible)</p> <p>The teacher will give to every group 2 different tins (every tin is numbered from 1 to 10 and the children must not see what is inside)</p> <p>The children will have to smell and guess (predict) what is inside the two tins.</p> <p>The children will cut the images they think it is inside the tin, glue it on the worksheet and tick if they like it or not. (see worksheet n 1).</p> <p>Every group has 2 minutes in order to finish the work, when the time is up student C brings the two tins to the other group and so</p>	10 tins with different things inside (soap, mint...) Worksheet number 1 and 15 images of food.	Group work	20 minutes

		on until all the children have smelled all the 10 tins.			
<b>3</b>	<p>REFLECTION ACTIVITY</p> <p>To reflect about their work and learn the new grammatical structure.</p>	<p>The teacher will show the 10 pictures of the things the children have smelled in the right order. Children will identify and label the pictures with the words. ( <i>wordlist activity see worksheet n.2</i>)</p> <p>Then the teacher will write on the board: "WITH MY NOSE I CAN SMELL" (Children already know the other sentences about the other 4 senses such as "with my eyes I can see" "with my mouth I can taste" ....) The teacher analyse with the children their sensation making different questions such as "what smell did you like more?" and classifying good smells and bad smells. The teacher also encourage them to give other examples of things that smell good or bad with the known vocabulary and will write it on the board around the main sentence (brainstorming activity).</p>	<p>Images and interactive whiteboard (<i>wordlist activity worksheet n.2</i>)</p>	Plenum	15 minutes
<b>4</b>	<p>COMMUNICATION ACTIVITY</p> <p>To practise orally and consolidate the learning content about the five senses.</p>	<p>The children in pairs will complete the worksheet. (<i>see worksheet n.3</i>).</p> <p>Then they will practise orally what they have learnt about the five senses building simple sentences.(e.g.: I can taste an ice cream)</p>	Worksheet number 3	Pair work	15 minutes

<p><b>5</b></p>	<p><b>FINAL PROJECT</b></p> <p>To create a poster in groups about what they have learnt.</p>	<p>In order to summarise what they have learnt about the 5 senses in the last 3 weeks the 5 groups have different tasks.          GROUP 1: will make a part of the poster about the sense of hearing          GROUP 2: will make a part of the poster about the Sense of touch          GROUP 3: will make a part of the poster about the sense of sight          GROUP 4: will make a part of the poster about the Sense of taste          GROUP 5: will make a part of the poster about the Sense of smell.  <i>(the poster can be done following the examples attached see n.4)</i></p>	<p>Pencil, sheets of paper, scissors, glue, magazines, papers, pictures and newspaper .</p>	<p>Group work</p>	<p>30 minutes</p>
<p><b>6</b></p>	<p><b>CONCLUDING ACTIVITY</b></p> <p>To Sing a song related to the topic.</p>	<p>The children will hear the song "Five senses". For learning the song I will use the "Total Physical Response" approach.          This song will help children to revise the body words they already know and to memorise the new vocabulary regarding the five senses they have learnt with different experiences in the last 4 weeks.  <i>Nouns:</i> smell, taste, sight, hearing, touch.  <i>Verbs:</i> hear, see, feel, smell, taste.  <a href="http://www.youtube.com/watch?v=DTMeZ8MvlnA">http://www.youtube.com/watch?v=DTMeZ8MvlnA</a></p>	<p>CD player or interactive whiteboard</p>	<p>plenum</p>	<p>10 minutes</p>