

TKT CLIL LESSON PLAN

Teacher's name	Petra Rizzolli
Date	25 th of May
Time	8:00-9:00 am
Subject	science
Class	fourth, 9 year old children; first year English L2
Group profile	<p>Strengths: inquiring pupils, active participation, interested in everything new, work well together in groups, use the language quite often with a good self confidence, creativity and fun. It's important to give them a wide range of different activities to do, so that everyone can learn “<u>in its own way</u>”; there are different learning styles in the group: visual, verbal, auditory, logical, social, solitary, kinaesthetic, combination of more styles.</p>
	<p>Weaknesses: -the group: most of the pupils like to speak a lot and therefore they interrupt the teacher sometimes by asking questions or simply telling what they know or think about the subject; for this reason it's necessary to remember them clear classroom rules and to ask them to respect those strictly.</p>
Learning Outcomes (most learners)	<p>KNOWLEDGE:</p> <p>Content: To know about the existence of <u>monotremes</u>. To know about the <u>Platypus</u> as a <u>representative of the monotremes</u> and its scientific classification, features, behaviour and habitat.</p> <p>Culture: To know about its significant role as a very important <u>Australian symbol</u>.</p> <p>SKILLS:</p> <p>Communication: To be able to <u>work in groups</u> of three or four and respect each other ideas. To be able to <u>describe</u> orally the result of the group's work in peer work or in front of the class or <u>ask and answer questions in pairs</u> (question stripes provided by the teacher-less able learners). To be able to <u>find out autonomously</u> or in groups new information about the subject by <u>reading</u> a description and watching a video (animal's description-worksheet and short video).</p> <p>Cognition: LOTS Remember and say animals' names you already know. LOTS Identify animals and compare them. LOTS Classify them and find differences and similarities. LOTS Organise new information on a visual organiser-<u>brain storming</u>.</p> <p>HOTS (in the primary school) Create and describe a visual organizer, such as <u>the Venn diagram</u>; classify <u>according to different criteria</u>.</p> <p>HOTS Define a mammal by using key words to complete definitions and a description. HOTS Reasoning: Why Australian wild animals wouldn't survive in our environment? HOTS Hypothesising: Why are such extraordinary and unique animals right there in Australia? LOTS Summarise the key points by doing a “multiple choice” work sheet. HOTS Use your knowledge to <u>hypothesise</u> if Australian animals could live in a completely different environment and try to understand or hypothesise why there are so many unique and extraordinary animals in that country. Discuss in groups and then <u>write your ideas down</u>.</p>

<p>Language</p> <hr/> <p>Final task</p>	<p>LANGUAGE FOR LEARNING</p> <p>BICS-greetings,classroom language,describing animals CALPS-understanding and using formal language</p> <p>Verb form: <u>Present</u>, general truth – Mammals are warm-blooded.....</p> <p>Genre:-<u>Instructions</u>, procedure (teacher) -<u>Report</u> (pupils), describe the animal's features -<u>Discussion</u>, opinions (pupils, code switching is necessary here)</p> <p>Subject specific language (content-obligatory) *monotreme, mammals, reptiles, warm-blooded, venomous spur, curls around the eggs, duck-builled platypus, carnivore;</p> <p>Content compatible language *bird, lays eggs, gives milk, has fur, symbol, survive, unique, extraordinary, wildness, country....</p> <p>Vocabulary Revisited: song, animals' names, visual organisers, mammal characteristics,.. Gammatical structures: It is / It has got.... / It can.... / It can't..... /It lives... / It eats... /Is it... ?/ Does it.....?/ Can it?</p> <hr/> <p>(*Worksheet “The Platypus-fill in the gaps”) *Speak about the new content in a plenary *Worksheet “The Platypus is a National Symbol”, multiple choice</p>
<p>Timetable fit</p>	<p>It fits with the timetable, it fits with the curriculum-syllabus, because at the moment we are speaking about animals and the different categories to which they belong. Describing them: their features, the nutrition, habitat, ... Maybe one hour is to less to elaborate what I want to do (solution - look at the space below “Schedule”).</p>
<p>Anticipated problems and solutions</p>	<p>Location and space: the classroom is really small and I need to relocate the group in a larger room, to allow a better observation for my guest teacher. Schedule: I predict that we will not have enough time to do all this things in just one lesson but we can continue the activities for an other couple of hours, if necessary and if the students need or desire it.</p>
<p>Resources & materials to be used</p>	<ul style="list-style-type: none"> *Power point Platypus, created by the teacher *Pictures about the mentioned monotreme, Google free material *Pictures of Australian animals to show on the white board (online free material) *Question stripes for group work-created by the teacher *Answer stripes to match with the questions-created by the teacher *Worksheet “Cloze-Monotemes/Platypus”-created by the teacher *Drawing of a Venn diagram on the chalk board *Description card of the Platypus on the white board (online free material) *Worksheet: “Platypus-National symbol”- multiple choice- created by the teacher *Worksheet :Platypus, from Wikipedia, the free encyclopedia- en.m.wikipedia.org *dictionary.reference.com *biologie-schule.de *www.kidzone.ws/animals/animalclasses.htm) *free images on Google *nwf.ord (NWF-Amphibians, Reptiles and fish) *bioweb.uwlax.edu **”Probing Platypus Evolution” video-youtube.com, National Geographic Evolution **”Travel Australia. Platypus, Only in Australia” video-youtube.com

Stage	Aim	Procedure	Materials	Interaction	Time
1 Warm up activity	<p>Greetings- welcome the guest teacher.</p> <p>Introduce the lesson with a song about an animal (butterfly/ insect) “The very hungry caterpillar”.</p>	Everybody stands up and gets into a circle, so that we sing all together very powerfully.	White board with the music and lyrics.	<p>The whole class and the teacher form a group standing in a circle singing together.</p> <p>This activity gives energy and self confidence to encourage further collaboration.</p>	About 10 minutes
2 Start activating prior knowledge	Brainstorming activity to recall a lot of different animals' names, so that we can categorise them in a tree diagram	The teacher is standing in front of the chalk board and writing the animals in a tree diagram following the pupils' instructions and dictations.	Chalk board (if necessary flash cards with animal pictures to help less able learners remember their names by associating word and picture)	The interaction is between the teacher and all the students.	About 10 minutes
3 Middle	To know about monotremes and their specific characteristics and its most famous representative - the platypus .	<p>Divide the children in four groups with three children each and give them visual material and text stripes. Hypothesise the answer.</p> <p>In a second step they can match questions and answers.</p> <p>Watch it and speak about the information power point.</p> <p>Let's try to collocate keywords in the right context in a gap text-cloze.</p>	<p>Drawings with the platypus.</p> <p>Coloured stripes with questions and in a second moment stripes with answers.</p> <p>Platypus/monotreme power point.</p> <p>Worksheet: "The Platypus-fill in the gaps"- an information text with gaps and keywords.</p>	<p>Give pupils time to understand and answer the questions in the group.</p> <p>Speak and discuss about the power point in a plenary.</p> <p>Every child can work individually or in pairs or with the whole group.</p>	<p>About 10 minutes</p> <p>About 10 minutes</p> <p>About 10 minutes</p>
4 End	Are able to say something about the new content	We review what we have studied today about	Use the whiteboard to show a multiple	We speak about the content in a plenary and	About 10 minutes

<p>whole class review</p>	<p>we have learned today .</p>	<p>monotremes and the platypus. For this purpose the pupils can use a multiple choice worksheet or they can try to speak freely-even as good as they can.</p>	<p>choice text about the content.</p>	<p>everybody can say something with a word or language chunks or sentences or by code switching-however-every contribute about the content will be great.</p>	
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Lesson plan by Petra Rizzolli, I.C. Cavalese; May 2015