

# CLIL Module Plan

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<b>School</b>	I.C. Bassa Val di Sole_San Bernardo				
<b>School Grade</b>	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Scienze naturali		<b>Topic</b>		Leaves
<b>CLIL Language</b>	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch		

<b>Personal and social-cultural preconditions of all people involved</b>	<p>All students live in Val di Rabbi. There are no foreign children in the class; all are native Italian speakers. The school of San Bernardo has adhered to CLIL for several years. The children in the first three-year period have a total of 9 hours in English; two hours of curricular English and seven hours in CLIL (art, music, physical education, science and geography). I proposed this teaching unit to the first and second grade multi-classes. This multi-classes is composed by 18 students: 10 boys and 8 girls. The level of English between the two groups is heterogeneous; the second class has already been studying English for a year, the first class is starting this year. During the lessons I conduct individual work, pair work, small group and cooperative learning activities with appropriate scaffolding so that all children can follow the lesson. The teacher is the only adult present in the classroom.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	Students can understand the basic vocabulary about 5 senses, colours, dimensions (big,small).	About the English level: - The children of the first class are completely beginners. Most of them know some English words thanks to the Kindergarten (colours, greetings and some animals). - The children of the second class have a vocabulary background that allows them to understand both a delivery and questions in English. Both students can understand simple questions about what can they see, colours. Students already know basic vocabulary related to colours and the 5 senses (hear, see, touch, taste, smell)

<b>Timetable fit</b>	☉ Module	Length 12h
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<b>Description of teaching and learning strategies</b>	<p>The teacher uses different tools like: flashcards, realia (to keep a real approach to the topic), LIM, computer and digital and virtual game. The main strategies used are pair and small groups, learning by doing and game-based learning. The main skills involved are: speaking, listening and reading (for the second grade). The new language and content will be introduced gradually and activities will be offered to allow children to assimilate them in a playful and interactive way. The final outcome of the module is for the children to know the vocabulary related to leaves and their characteristics (margin and shape). They will try to make small sentences to describe the leaves using the verb "to have" and "to be". Example: This leaf has a serrated margin and an oval shape. This leaf is orange and brown.</p>
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# Overall Module Plan

<b>Unit: 1</b> Observation <b>Unit length:</b> 3h	<b>Lesson 1</b> The landscape around us
	<b>Lesson 2</b> Leaves collection
	<b>Lesson 3</b> Let's analyse a leaf
<b>Unit: 2</b> Parts of the leaf <b>Unit length:</b> 3h	<b>Lesson 1</b> Leaf parts
<b>Unit: 3</b> Margin <b>Unit length:</b> 3h	<b>Lesson 1</b> Let's compare leaves
	<b>Lesson 2</b> Different types of margin
<b>Unit: 4</b> Shape <b>Unit length:</b> 4h	<b>Lesson 1</b> Let's compare leaves
	<b>Lesson 2</b> Different types of shape
<b>Unit: 5</b> Final work_description <b>Unit length:</b> 1h	<b>Lesson 1</b> Let's describe a leaf

**Unit: 6**

Leaves's book

**Unit length:** 2h

**Lesson 1**

Let's find and analyse leaves with the 5 senses

**Lesson 2**

Leaves's presentation

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	The landscape around us
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	- Recall the pre-knowledge (behaviour of trees in the 4 seasons);	The first activity takes place in the schoolyard, where there are several species of trees (evergreen or deciduous). The children and teacher sit down in circle. In the centre there are two questions: Q1: What happens to trees and plants in autumn? Q2: What is the colour of leaves? Children answer questions using their pre-knowledge.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - trees - leaves - colours - 4 seasons</p> <p><b>Communicative structures</b> The leaf is _____. (colour) What happens to trees and plants in autumn? What is the colour of leaves?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>QUESTIONS_IN_CIRCLE_FLASHCARDS.docx</li> </ul>	Formative assessment. The teacher assesses interaction and participation.
L	S	R	W								

2	20'	- Collect and observe different type of trees and their leaves;	The next task is to collect various types of leaves and/or needles. In this activity, children are divided in small groups. The children move around the schoolyard looking for leaves. They collect them and place them in a designated area (it could be a box, a basket or a blanket).	<p><b>Skills</b></p> <table border="1" data-bbox="878 204 1223 252"> <tr> <td><b>L</b></td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - leaves</p> <p><b>Communicative structures</b></p>	<b>L</b>	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- realia (leaves) - blanket/basket or box	Formative assessment
<b>L</b>	S	R	W								

3	'20	- grouping leaves according to shape, colour, dimension...	<p>At the end of the collection, the teacher asks the children to group the various types of leaves together. The grouping is free, as long as there is some logic behind it (division by colour, shape...).</p> <p>Children compare and decide which criteria to use to categorise the leaves. Finally, the teacher takes a picture of the work of the various children.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="880 167 1220 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - leaves - shapes - colours</p> <p><b>Communicative structures</b> This leaf is _____ These leaves are _____</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class</li> <li><input checked="" type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input type="checkbox"/> Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• PRESENTATION_.docx</li> </ul>	<p>Formative Assessment. The teacher observes how students work in groups.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Leaves collection
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	'30	- present and explain the leaves's grouping	In turn, each group presents and explains their work. The teacher and the children listen to their classmates' presentation. The children can intervene by correcting or making suggestions to their classmates. These interventions can also be done in Italian, because of the limited language skills.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - leaves - colours - dimensions (big, small, long, short) - shape</p> <p><b>Communicative structures</b> These leaves are _____ .</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- box/ basket or blanket; - photos/pictures (taken the previous lesson)	Formative assessment. Teacher assesses interaction and participation.
L	S	R	W								



2	'30	- grouping leaves by colour, shape and dimension	<p>After listening to the presentation of the various groups, the teacher asks pupils to divide the leaves according to a precise characteristic: colour, shape or size. Children's pre-knowledge: - colours - some shape (round, square, oval, rectangular) - dimensions (big, medium, small, long short) The teacher gives each group the attached worksheet. On the sheet there are some colours, some shapes and some sizes. With the help of this paper, the children will try to divide the leaves into these categories. The teacher will choose the category. Once the children are familiar with the category, the teacher can issue a challenge to the whole class. The fastest group that manages to group the leaves without making any mistakes, wins.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - leaves - colours - shapes - dimensions (big, small, medium)</p> <p><b>Communicative structures</b> - These leaves are _____</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>GROUPING_.docx</li> </ul> <p>- flashcards</p>	<p>Formative assessment The teacher observes how students work in groups.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	Let's analyse a leaf
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30'	- analyse the leaves in all their parts	The children take one of the previously collected leaves and use a magnifying glass to analyse it and look at all its parts. Once observed, they draw and colour it on the exercise book. The teacher observes the children's work and helps them if necessary to use the magnifying glass.	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b>  <b>Communicative structures</b>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- magnifying glass; - leaf; - pencil; - rubber; - colour pencils.	Formative assessment
L	S	R	W								

2	30'	- discover and draw the leaf veins	The children take the same leaf they used in the previous activity and place it under the sheet. Be careful, the leaf must be placed with the lower leaf facing upwards. Then they take a wax crayon and colour the sheet. In this way, the veins of the leaf will be clearly visible. The teacher checks the children's work.	<b>Skills</b> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> - leaf veins  <b>Communicative structures</b>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- wax crayon - sheet/paper - leaf	Formative assessment Teacher observes how children work.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Leaf parts
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	- learn the leaf parts	The children watch the video ( <a href="#">link</a> ) about the parts of the leaf.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - blade - midrib - veins - petiole</p> <p><b>Communicative structures</b></p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- LIM	
L	S	R	W								

2	45'	- learn the parts of the leaf	The teacher, using flashcards, repeats the words from the video and supplements them with others. Then the teacher hands out small flashcards to stick on the exercise book. The children colour the part of the leaf indicated below.	<p><b>Skills</b></p> <table border="1" data-bbox="969 164 1310 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - blade; - midrib; - veins; - petiole; - margin; - stipule;</p> <p><b>Communicative structures</b></p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• PARTS OF THE LEAF_flashcard.docx</li> </ul> <p>- exercise book; - glue; - colour pencils.</p>	Formative assessment
L	S	R	W								

3	10'	- repeat and review the parts of the leaf	The teacher hangs pictures on the blackboard relating to the parts of the leaf. The teacher says the leaf's parts and the children repeat them. This is done several times.	<p><b>Skills</b></p> <table border="1" data-bbox="969 817 1310 865"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - petiole; - stipule; - midrib; - blade; - margin; - veins.</p> <p><b>Communicative structures</b></p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• FLASHCARD_BOARD GAME.docx</li> </ul>	Formative assessment Teacher observes participation and interaction.
L	S	R	W								

4	15'	- memorize the parts of the leaf	To further help the children in memorizing, the teacher proposes the game of "Simone says". Each part of the body is associated with a part of the leaf: - the feet represent the stipule - the legs represent the petiole - the belly represents the blade - the veins - the spine represents the midrib	<p><b>Skills</b></p> <table border="1" data-bbox="969 167 1312 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - stipule; - petiole; - blade; - veins; - midrib; - margin.</p> <p><b>Communicative structures</b></p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	body parts	Formative assessment The teacher assesses participation and interaction
L	S	R	W								

5	35'	- memorize the parts of the leaf	<p>Now that the children are beginning to become familiar with the new vocabulary, the teacher suggests a game on the board. Pictures of the parts of the leaf are hung on the blackboard. The class will be divided into two teams (team 1 and 2). The teacher will call two children in turn (one from team 1 and another from team 2). The teacher will pronounce a part of the leaf, and the child who touches the correct picture will earn a point. The team that wins will be the one that scores the most points.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="969 164 1310 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - petiole; - stipule; - blade; - veins; - midrib; - margin.</p> <p><b>Communicative structures</b></p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>FLASHCARD_BOARD GAME.docx</li> </ul>	<p>Formative assessment The teacher assesses how children work in teams.</p>
L	S	R	W								

6	30'/1h	- memorize the parts of the leaves	<p>In case the previous activities are not enough for the memorization of the new terms, the teacher proposes the memory game. This activity is carried out in pairs. Each child, once the card is turned over, will have to pronounce the part of the leaf, and</p>	<p><b>Skills</b></p> <table border="1" data-bbox="969 1117 1310 1165"> <tr> <td style="background-color: black; color: white;">L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - parts of the leaves</p> <p><b>Communicative structures</b> - This is _____ .</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>MEMORY GAME.docx</li> </ul>	<p>Formative assessment The teacher observes how children work in pairs.</p>
L	S	R	W								

only if he/she remembers the term, once the pair has been found, will he/she have earned the two cards. Once the paper memory is done, the teacher can propose a living memory. In this case, each child receives a card. Once seen, they will have to hide it. A child, previously chosen, will have to go around the classroom and touch his classmates. When the classmates feel touched, they will have to either say the word (if the card presents a word) or touch the body part (if the card represents a picture). Once the child finds a pair, they will return to the seat. Now it will be the discovered pair's turn to look for other pairs.

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Let's compare leaves
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30'	- observe and analyse leaves's margin;	The teacher divides the pupils into 6 small groups, each consisting of 3 pupils. To each group the teacher distributes the leaves collected during the first lesson. The children's task is to observe the margin of the leaves and group them by similarity.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - margin; - leaf/leaves.</p> <p><b>Communicative structures</b> - The margin of these leaves is similar. - The margin of these leaves is not similar.</p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- realia (leaves); - leaves box;	Formative assessment The teacher observes how students work in groups.
L	<b>S</b>	R	W								



2	30'	- observe and analyse leaves's margin;	The teacher, after observing the children in dividing the leaves into groups, asks them to present their work. The teacher asks them what the margin of the leaves looks like. All margin types presented, will be drawn on the board. At this moment, the children are not asked to express themselves in english, because they do not yet know the words related to the margin of the leaves.	<b>Skills</b> <table border="1" data-bbox="1189 165 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> - margin; - leaves/leaf. <b>Communicative structures</b> - The margin of these leaves is similar. - What does this margin look like?	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- realia (leaves);	Formative assessment The teacher assesses participation and interaction.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Different types of margin
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30'	- know the different types of margins;	The teacher, taking into consideration what emerged from the children in the previous activity, presents and names the different types of margins. Next, the teacher gives the children a photocopy (you can find it in attachment) with the name and picture of the different types of margins.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - margin; - serrate; - lobed; - entire; - dentate;</p> <p><b>Communicative structures</b> -This is a _____ margin.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• TYPES OF MARGINS.docx</li> </ul>	Formative assessment
L	S	R	W								

2	30'/ 1h	- memorize the different types of margins.	To familiarize the children with these new terms, the teacher hands out 4 leaves to each child. Each leaf has a different margin from each other. The teacher names a type of margin, and the child will have to lift it up. Initially, the game will be led by the teacher, then the children will be divided into groups, and they will take turns leading the game.	<p><b>Skills</b></p> <table border="1" data-bbox="1043 165 1384 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - margin; - serrate; - lobed; - dentate; - entire.</p> <p><b>Communicative structures</b> - Show me a serrate margin; - Show me a lobed margin; - Show me a dentate margin; - Show me an entire margin.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- realia (leaves).	Formative assessment The teacher observes the interaction and participation. He also assesses how children work in groups.
L	S	R	W								

3	30'/1h	<p>- understand the information and guess the leaf using the knowledge gained.</p>	<p>The teacher divides the class into 6 small groups. The children will play a game of guess the leaf. To each group, the teacher distributes 8 leaves with different margins and different colors. By asking questions about the margin first and then about the color, the children will have to guess the leaf that their partner previously chose. The questions that will be asked are the following: - has it a _____ margin? - is it red? To have more support, the children will find the questions and answers on a sheet of paper.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1043 165 1384 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  - margin; - serrate; - entire; - lobed; - dentate; - colours;</p> <p><b>Communicative structures</b>  - Has it a _____ margin? Yes, it has/No, it has not. - Is it red? Yes, it is/No, it is not.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<p>• GUESS THE LEAF.docx  - realia (leaves)</p>	<p>- Formative assessment  The teacher observes the interaction and participation. He also assesses how children work in groups.</p>
L	S	R	W								

4	30'/1h	- describe leaves using acquired knowledge (colours and different types of margins)	In support of the "guess the leaf" activity (presented previously), the teacher proposes a new exercise, in which the children describe a leaf. First, they focus on the margin and then on the color. The child who first guesses what the leaf is, earns one point. This activity is also done in small groups (consisting of 3 children each) or in pairs. The children will present their leaf in turn, so that everyone can practice describing it. There can be 10 or 12 leaves available.	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b> - different types of margins; - leaves;</p> <p><b>Communicative structures</b> It has a _____ margin. it is _____ .</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• DESCRIBE THE LEAF.docx</li> </ul> <p>- realia (leaves)</p>	<p>Formative assessment</p> <p>The teacher observes how the children work in group or pair.</p>
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# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	Let's compare leaves
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30'	- observe and analyse leaves's shape;	Initially, the teacher focuses on the word "shape". In order for the children to understand its meaning, the teacher puts some geometric figures on the blackboard. At the end of this small introduction, the children, as in the activity on the leaves's margins, are divided into small groups. Each group is given some leaves. Their task is to group them according to their shape.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - shape - leaves</p> <p><b>Communicative structures</b> - The shape of these leaves is similar. - The shape of these leaves is not similar.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- realia (leaves)	Formative assessment The teacher observes how students work in groups.
L	S	R	W								

2	30'	- observe and analyse leaves's shape;	The teacher, after observing the children in dividing the leaves into groups, asks them to present their work. The teacher asks them: "What does the shape of your leaf look like?". All kinds of shape presented, will be drawn on the board. At this moment, the children are not asked to express themselves in english, because they do not yet know the words related to the shape of the leaves.	<p><b>Skills</b></p> <table border="1" data-bbox="1182 167 1525 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - shape -leaves</p> <p><b>Communicative structures</b> - What does the shape of your leaf look like?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- realia (leaves)	Formative assessment The teacher observes the interaction and participation.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	2	<b>Title</b>	Different types of shape
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30'	- know the different kind of shapes;	The teacher, taking into consideration what emerged from the children in the previous activity, presents and names the different types of shapes. Next, the teacher gives the children a sheet (you can find it in attachment) with the name and picture of the different kinds of shapes. The children glue this workseet on the copybook.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - shape; - leaves; - lanceolate; - ovate; - corate; - elliptical; - pinnatifid.</p> <p><b>Communicative structures</b> -This is a _____ shape.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• KINDS OF SHAPES.docx</li> </ul> <p>- sheet; - glue; - scissors; - copybook.</p>	Formative assessment
L	S	R	W								



2	30'	- memorize the different kinds of shapes.	<p>To familiarize the children with these new terms, the teacher hands out 4 leaves to each child. Each leaf has a different shape from each other. The teacher names a kind of shape, and the child will have to lift it up. Initially, the game will be led by the teacher, then the children will be divided into groups, and they will take turns leading the game.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1055 169 1395 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - shape; - leaves; - corate; - lanceolate; - elliptical; - corate; - pinnatifid.</p> <p><b>Communicative structures</b> - Show me an ovate shape; - Show me a lanceolate shape; - Show me a corate shape; - Show me an elliptical shape; - Show me a pinnatifid shape.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- realia (leaves).	<p>Formative assessment The teacher observes the interaction and participation. He also assesses how children work in groups.</p>
L	S	R	W								

3	30'	- associate shape and margin characteristics with the right leaf.	The teacher, after having checked through the previous activities that the children have acquired the terms related to the shape and the margin of the leaves, proposes the worksheet that is attached. The children cut out the pictures and the words. Then they associate the shape and the margin with the correct leaf. This activity will be done in pairs.	<p><b>Skills</b></p> <table border="1" data-bbox="1055 164 1395 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - kinds of shapes (ovate, corate, elliptical...) - types of margins (serrate, dentate, entire...) - leaves</p> <p><b>Communicative structures</b> The leaf has a _____ shape and a _____ margin.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• MATCHING GAME.docx</li> </ul> - worksheet	Formative assessment The teacher observes how children work in pairs.
L	S	R	W								

4	30'	<p>- understand the information and guess the leaf using the knowledge gained.</p>	<p>The teacher divides the class into 6 small groups. The children will play a game of guess the leaf. To each group, the teacher distributes 8 leaves with different margins shapes and different colors. By asking questions about the shape first and then about the margin and colour, the children will have to guess the leaf that their partner previously chose. The questions that will be asked are the following: - has it a _____ shape? - has it a _____ margin? - is it red? To have more support, the children will find the questions and answers on a sheet of paper. - Has it a _____ shape? - Has it a _____ margin? Yes, it has/No, it has not. - Is it red? Yes, it is/No, it is not.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1055 165 1395 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - leaves; - types of margins; - kinds of shapes;</p> <p><b>Communicative structures</b> - Has it a _____ shape? - Has it a _____ margin? Yes, it has/No, it has not. - Is it red? Yes, it is/No, it is not.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• GUESS THE LEAF_MARGIN AND SHAPE.docx</p> <p>- realia (leaves); - worksheet</p>	<p>Formative assessment The teacher observes how the children work in group or pair.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	1	<b>Title</b>	Let's describe a leaf
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1h	- describe a leaf	Each child now chooses a leaf from those collected. The teacher gives each one a sheet (you can find it in the attachment). In the sheet the children find a guide that will help them describe the leaf in some of its parts: - shape; - margin; - color. At the end of this activity, each child presents the chosen leaf. This activity is a final, individual evaluation.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> - leaves; - colours; - types of margins; - kinds of shapes;</p> <p><b>Communicative structures</b> The leaf is _____; The leaf has a _____ margin; Thea leaf has a _____ shape; The leaf is simple/compound.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• DESCRIPTION_LEAF.docx</li> </ul> - realia (leaf); - worksheet; - glue.	Sommativ assessment The teacher assesses whether the children have memorised and learned the various characteristics of leaf shape and margin.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	6	<b>Lesson number</b>	1	<b>Title</b>	Let's find and analyse leaves with the 5 senses		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	20'	- recognize trees and leaves.	<p>In preparation for the lesson, the teacher observes the plants found around the school and makes a small book containing all the different types of plants found. Once made, the teacher is ready for the lesson. The teacher divides the class into groups of 3 and gives each group a sheet of paper, containing the leaf that the children will have to look for in the area near the school. Once the children have matched the given image with the plant, the children will pick up a leaf and go to the collection point. This activity takes place outdoors.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="909 165 1249 213"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b> This plant/leaf is similar. This plant/leaf is not similar.</p>	L	S	<b>R</b>	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• leaf book_.pdf</p> <p>- worksheet - realia (leaves and trees)</p>	<p>Formative assessment. The teacher observes how children work in groups.</p>
L	S	<b>R</b>	W								

2	40'	- apply different knowledge to describe the leaf	At the collection point, the teacher checks that the children have identified the correct plant and collected the correct leaf. Once checked, the children through the 5 senses will try to describe the leaf in all its parts. To help them with the description, in addition to the card, the children will receive a guide.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> - margin of leaf - shape of leaf - colours - 5 senses</p> <p><b>Communicative structures</b> The leaf is _____ (colour, vocabulary about touch, smell, hearing, taste). The leaf has _____ margin/shape.</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>DESCRIPTION_LEAF.docx</li> <li>guide_LEAF BOOK.docx</li> </ul> <p>- realia (leaves) - worksheets</p>	<p>Formative assessment</p> <p>The teacher observes how children work in groups.</p>
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# CLIL Lesson Plan

<b>Unit number</b>	6	<b>Lesson number</b>	2	<b>Title</b>	Leaves's presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60'	- describe the leaf	Once the worksheet is completed in all its parts, the children present their work to their classmates. For oral exposition, children will have the various sheets used in previous activities.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b>            The leaf is _____            . The leaf has _____            margin/shape.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Sommative assessment. In this activity, the teacher will evaluate the children in both exposition and content.
L	S	R	W								