

CLIL Module Plan

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School	I.C Ladino di Fassa						
School Grade	⦿ Primary			○ Middle		○ High	
School Year	○ 1	○ 2		○ 3		⦿ 4	○ 5
Subject	Geografia		Topic		continents and oceans		
CLIL Language	⦿ English				○ Deutsch		

Personal and social-cultural preconditions of all people involved	<p>The Istituto Comprensivo Ladino di Fassa is composed by four Primary Schools and three Middle and High Schools. The school has implemented a CLIL program, which will be fully realised starting from 2014-2015 school year. In the Primary school, the CLIL plan is organized as follows: 1 hour of CLIL in English from the third to the fifth grade (Geography, Art and Technology); 2 hours of CLIL in German from the first to the fifth grade (Science) and in the first and second grade there is, in addition, 1 hour Art. The classes involved in the experimentation of the module are a fourth-grade classes: 4A and 4B. The first class is composed by 13 students, 3 boys and 10 girls. The group is heterogeneous and presents one child with special needs; however, this scholar does not follow different programmes (she remains in the classroom and participates at every activity with her classmates; she is helped by a support teacher). The second class is also heterogeneous and is composed by 12 children, 4 boys and 8 girls. There are 3 children with specific learning disabilities. In both classes are not present children with migratory background, but there are some with the mother tongue different as Italian (Albanian, Russian and Portuguese). The classes have been learning English and Geography in English since third grade. The classes are familiar with pair and group work, cooperative learning methodologies and task-based learning. The English and German teacher plan in team in order to prepare linguistic comparison activities between German and English language, but they have not got the possibility of co-teaching.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	The necessary knowledges to undertake this project are: -cardinal points; - general features of maps (reduction, symbols, use of colour, orientation); - different types of maps (political, physical, thematic) - geographical terms (landscape, river, lake ect); The main competences required in this module are: - group- and pair-work competences (respect of roles, organization and subdivision of work, reciprocal help and support). - extrapolate different types of information from different kind of maps in order to complete a text or to answer questions.	L2 LANGUAGE KNOWLEDGE concerns: - cardinal points - different types of maps - present simple tense - affirmative and negative sentence structures LANGUAGE SKILLS regard : - listen, read and understand simple teacher instructions; - ask for help (when needed); - answer to simple questions on the subject (both oral and written production); - read and understand simple exercises LANGUAGE COMPETENCES include: - use of L2 for basic classroom and group-work interaction; - classroom language; -use of the L2 target language of the previous topics

Timetable fit	◎ Module	Length 15 lessons, 15 hours
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Description of teaching and learning strategies	<p>The module is organised on cooperative-learning strategies, methodologies and activities; in this way the teacher has got the possibility to offer children the opportunity to put into practice what they have studied and what they learn while they are learning (learning by doing). In order to create conditions that facilitate the learning of the subject, the teacher will use strategies that allow the scholars to use the target language: repetition, reformulation, request for confirmation of understanding, use of concrete examples, illustration of keywords using flashcards, use real maps (and not just the images of them), videos and songs about the topic. Some activities are task-based in such a way as to allow a full involvement of the students and promote autonomy, a more active learning and the development of planning, decision-making and problem-solving strategies. Every task is designed on the needs of the group of learners. Consequently, the activities follow a specific order starting from a basic level and progressively adding more requests. Cooperative learning methodologies together with group- and pair work activities promote the development of team-working skills. Furthermore, for less able students these learning modes offer the opportunity to be supported by classmates (and not always by teacher); in this way their self-esteem will strengthen. Teacher always monitors the whole work, helping children with scaffolding strategies. The attention is not only focused on each final product, but especially on the learning process. This enables the teacher to observe children's progress and, if necessary, to revise and adjust the tasks assigned. Students are encouraged in the activity by on-going feedback on how well they are progressing. Teachers offer language and content inputs to promote the interaction and communication among scholars. Some of the scaffolding strategies employed are: lists of key words or word banks to provide vocabulary, pictures, works</p>
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Overall Module Plan

Unit: 1 GLOBE AND PLANISPHERE Unit length: 2 hours	Lesson 1 Differences between globe and planisphere
	Lesson 2 Representation of the Earth
Unit: 2 A COLORED PLANISFHERE Unit length: 2 hours	Lesson 1 How many continents? How many oceans?
	Lesson 2 The World: oceans and continents
Unit: 3 THE 7 CONTINENTS Unit length: 4 hours	Lesson 1 Description of the continents
	Lesson 2 Where are the continents?
	Lesson 3 Discover the continents
Unit: 4 FORMATIVE ASSESMENT Unit length: 1 hour	Lesson 1 Test
Unit: 5 THE 5 OCEANS Unit length: 4 hours	Lesson 1 5 ocean song
	Lesson 2 Oceans Learning Chain

Unit: 6 SUMMATIVE ASSESMENT Unit length: 1 hour	Lesson 1 MODULE GOOGLE
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Unit: 7 WORLD BALLON Unit length: 3 hours	Lesson 1 First step
	Lesson 2 Second step
	Lesson 3 Third and last step

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Differences between globe and planisphere
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 minutes	- political and physical features of a globe - political and physical features of a planisphere - awareness that the globe and the planisphere represent the same features	Sitting on the floor in circle: the teacher shows the children a political globe and asks some questions like: "What's this? What do you see? What do the green/yellow/blue/brown/white ect. color represents?" The teacher let the students answer these questions. Then the teacher shows a physical globe and asks the same questions; as before the teacher let the pupils explain their ideas. This activity will be done also with a planisphere.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- political and physical globe - political and physical planisphere	direct observation by the teacher for a later and more accurate assesment ; focus on participation, attention, respect for the rules of conversation, use of the English language for specific concepts already learned				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary globe, planisphere, map, physical map, political map, cities, countries, mountains, lakes, rivers, regions, borders											
				Communicative structures What's this? Which are the differences? What do you see? What do the green/yellow/blue/brown/white color represents? Could you tell me...? This is... This globe shows... I see ... Look at the map... The green/yellow/blue/brown/white represents...							

2	25	- main	Sitting on the floor in circle:				direct
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minutes

difference between a globe and a planisphere - the Pacific Ocean is only one

the teacher puts the two globes and the two planisphere in the centre. Then she gives out the flashcards and each child takes turns placing the cards at the right globe/planisphere. At the end of this activity, the teacher asks some questions like: "Can you tell me what do you see? What do you think about the features of a globe and a planisphere? Do you see something equal or different?"; the children answer the questions. The teacher asks: "So, which are these differences? Can you tell me at least one?". The pupils answer; the last flashcards are placed. Finally, the teacher asks. "What happens if I wanted to open the globe? What do you think?"; the teacher let the children answer and then the teacher go on with a practical demonstration. Discussion about the Pacific Ocean: the teacher let the pupils think about why on the planisphere the name of the Pacific Ocean is written twice instead of one time as on the globe.

Skills

L

S

R

W

Key vocabulary

globe, planisphere, map, flat, Earth's surface, rounded, physical map, political map, cities, countries, mountains, lakes, rivers, regions, borders, flags

Communicative structures

Which are the differences?
Can you tell me...? What do you think about...? What happens if...?

- ☒ Whole class
- ☐ Group work
- ☐ Pair work
- ☐ Individual work

- political and physical globe - political and physical planisphere - flashcards of the adjectives that represent the differences between globe and planisphere (flat, rounded) - flashcards of the political and physical features (border, regions, mountains, lakes ect.) * document UNIT 1 (Materials lesson "Differences between globe and planisphere" - Activity 1)

observation by the teacher for a later and more accurate assessment ; focus on participation, attention, respect for the rules of conversation, use of the English language for specific concepts already learned

3	10 minutes	- review the vocabulary - repeat the main concepts of the topic	In the classroom: the teacher asks the children to think about what they have already learned using some questions like: "Can you tell me one word you have learned? What have we done with the globe? And with the planisphere? What did you learn in this lesson?" Everyone has to answer saying at least one word, one concept that they remember.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary globe, planisphere, map, flat, rounded, physical map, political map, cities, countries, mountains, lakes, rivers, regions, borders, flags, differences</div> <div>Communicative structures Can you tell me? What have we done? What did you learn?</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	nothing	
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Representation of the Earth
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	- recall the features of a globe and a planisphere - write simple sentences that describe an object - use in written form what has been learned orally	The teacher gives the children the photocopies with the pictures (and at the children with special needs also the descriptions) and says them to cut out everything. Then the teacher says to take the geography notebook and open it on a new page, write the date (and one child writes the date on the blackboard) and the title " THE GLOBE" on one page and the title " THE PLANISPHERE" on another one. Then, together with the teacher, the pupils write the descriptions in the notebook.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary globe, planisphere, map, flat, Earth's surface, rounded, physical map, political map, cities, countries, mountains, lakes, rivers, regions, borders, flags, legend, scale</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	- pictures of a political and physical globe - picture of a political and physical planisphere - For children with particular difficulties: the text of the descriptions already written and to cut out and glue. * Document UNIT 1 (materials lesson "Representation of the Earth"- Activity 1)	direct observation by the teacher for a later and more accurate assessment; focus on correct transcription from the blackboard, participation of all, understanding of concepts

				<p>Communicative structures</p> <p>This is a ... It shows... The planisphere/the globe can be... It represents... On it we can see... Please, can you give out? Please, cut out... Now write the title with a colour you prefer... What else? Someone else ? What can we write about...? Take you Geography notebook and open it on a new page..., take your pen and write....</p>		
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	How many continents? How many oceans?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 minutes	<p>- find out on the planisphere and on the globe the continents and the oceans - use of a planisphere and a globe</p> <p>- work together</p>	<p>The teacher divides the classroom in 4 groups and each of it can decide if using a planisphere or a globe. Then the teacher explains the task to the children: find out how many continents and how many oceans have we got in the Earth and which are their names. In group, the pupils have to think about which can be continents and oceans and write down the notes.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean, Arctic Ocean, Asia, Africa, Australia, Europe, North America, South America, Antarctica </div> <div> Communicative structures everyone must speak and write..., you can organize you as you prefer..., if you have some questions call me..., what's the problem...?, Please, be more quietly... </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<p>- globes and/or planisphere for each group - block notes and a pen or pencil for each group</p>	<p>direct observation by the teacher for a later and more accurate assesment ; focus on participation, attention, respect for the rules of conversation, use of the English language in the group</p>
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2	30 minutes	- explain something to the class using simple language structures and English specific terms -the names of the continents - the names of the oceans	Each group presents the work to the class; both the group who is presenting and the other children can ask questions. Then the pupils make a comparison between the results of the works in order to find similarities and differences. Finally, the teacher shows the students the continents and the oceans and their names.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary see activity 1 Communicative structures In my opinion..., I agree - I don't agree..., Do you agree? How many...? What's the name of this ...?	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- block notes with the notes - globe or planisphere	
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3	10 minutes	- recognize and indicate the continents on a planisphere - locate the oceans on a planisphere - use of an atlas	The teacher gives an atlas each child and asks them to find out both the political and physical planisphere. Then the teacher asks some questions like: "Please, indicate the Pacific Ocean. Could you locate North America? Please, show me where is Australia, etc." The pupils have to find the continents and the oceans and the teacher check if they do right. After this first part, it is the turn of the students to ask some questions to the classmates and check if they indicate the correct place.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary names of continents and oceans, Communicative structures Please, indicate..., Could you locate...? Please, show me where is...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- an atlas each child	
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	The World: oceans and continents
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30 minutes	- follow oral intruction - complete a map (planisphere)	<p>The teacher gives the photocopy of the planisphere to each child . Then she says to take the geography notebook and to open it on two empty pages (one next to the other). A child came at the blackboard and wrtite the date (the other children do the same thing); the teacher wrtite the title "THE WORLD: CONTINENTS ANS OCEANS" and says to the pupils to copy it on both pages. Showing how to do, the teahcer ask the children to glue the planisphere in the notebook. After that, the teacher stars to say with which colours the continents must be coloured. The children follow the instruction. Finally, the pupils have to write the names of the continents and oceans in the correct place; to do this they can look in the atlas.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary names of the oceans and continent, where is, locate, green, pink, yellow, orange, red, purple, white, glue, colerd pencils, pen </div> <div> Communicative structures Look at me..., listen to me..., take your..., glue it under..., write, open the notebook..., take two pages... </div> </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- photocopies (black and white) of a simple palnisphere - stationery materials (colored pencils, scissors, stickglue - geography notebook - an atlas each child *Document UNIT 2 (materials lesson "The World: oceans and continents" - Activity 1)	direct observation by the teacher for a later and more accurate assessment; focus on correct exsecution of the task, understanding of instruction
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2	20 minutes	- work together - use an atlas - carry information from one map to another	The teacher divides the class in 4 groups. The pupils, using the atlas, have to write the names and the oceans on the map and colour the continents and the oceans with the right landscape colours (green, blue/light blue, yellow, brown/ light brown).	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- photocopies for each child - an atlas for group	direct observation by the teacher for a later and more accurate assessment; focus on the correct execution of the task, participation of all in each group
				<div>L S R W</div>			
				Key vocabulary names of the oceans and continents			
				Communicative structures If you need, call me..., Is it difficult? Need you help?, What's the problem?, Please children be quietly...,			

3	10 minutes	- review of the landscape colours - review of the landscape names - physical map reading and interpretation	The teacher the children asks some questions like: "Could you tell me which landscapes do you see in North America (and other continents)?, What do you think about the territory of Europe? Is there more plains or hills or mountains?" The teacher let the pupils answer the questions.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- the geography notebook - the photocopies of the work - the atlas	direct observation by the teacher for a later and more accurate assessment; focus on participation of all, compliance with the rules of conversation, correction of any errors
				<div>L S R W</div>			
				Key vocabulary hills, plains, seas, oceans, mountains, percentage, territory, surface			
				Communicative structures Could you tell me...?, What do you think about...? Is there...?			

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Description of the continents
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	- listen and uderstand a song about a specif topic - answer question about a video	The teacher prepares the video " SEVEN CONTINENTS SONG" and let the children listen to it for 2-3 times; the teacher asks the pupils what do they see, undertand about it . Then the teacher proposes to the class the same video, in this case modifided with the programm EdPuzzle: insert in the video there are some questions that the children have to answer to.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- a cimputer - a whiteboard - original version of the song; link - modified version of the song (tool: EdPuzzle)					
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary names of the continents, big, small, world, river, long, hot, animals, rainforest, ice, cold, pasta, pizza, Oceania, islands											
				Communicative structures What does the video speak about?, What can you see in the video?, What about...?, Look at the picture..., pay attention at..., listes carfully to...?							

2	30 minutes	- write the main information from a video - use simple language structures to write sentences	The teacher gives the children the pictures of the continents and says to them to cut out. Then, in the notebook, it will be written the date and the title "THE SEVEN CONTINENTS". It will be glued, with the help of the video ,the pictures (from the biggest to smallest) and together with the teacher each child writes the descriptions of each continent.	<div data-bbox="1108 92 1458 129"> Skills </div> <div data-bbox="1108 165 1458 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1108 245 1458 539"> Key vocabulary continents, biggest, most populous, marsupials, smallest, hottest, coldest, richest, Native Americans, natural elements </div> <div data-bbox="1108 560 1458 831"> Communicative structures Take your notebook..., write..., glue..., What can we write about...? Someone else...? What else...? </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- geography notebook - white and black pictures of the continents - for children with special needs: text of the descriptions - stationery material *Document UNIT 3 (materials lesson "Description of the continents" - Activity 3)	direct observation by the teacher for a later and more accurate assessment; focus on correct transcription from the blackboard, participation of all, understanding of concepts
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CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Where are the continents?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30 minutes	- review cardinal directions - use of cardinal directions on a map - locate a continent using the cardinal directions - work together -write simple sentences using basic language structures	The teacher divides the class in pair. The children have to write, first on a block notes, where is located a continent compared to another using the cardinal directions. Then, it will be done the correction all together and the pupils write in the notebook all the sentences.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- an atlas each pair - geography notebook - block notes - stationery material	direct observation by the teacher for a later and more accurate assesment; focus on participation of all the members of the pairs, attention on the correct writing
				<div>L S R W</div>			
				Key vocabulary names of the continents and oceans, north, south, east, west Communicative structures It is north of..., it is west of..., it is to the east of..., Where is it located?			

2	30 minutes	- work together - use of cardinal directions on a map - answer some questions about a specific topic	The teacher divides the children into 4 groups. Each group has to answer the questions and label with the names of the continents (and oceans). If necessary, the group can use an atlas in order to check if they have done everything correct.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- photocopies for the children - an atlas each group - stationary materials * Document UNIT 3 (materials lesson "Where are the continents?" - Activity 2)	direct observation by the teacher for a later and more accurate assesment; focus on participation of all the members of the groups, attention on the correct writing
				<div>L S R W</div>			
				Key vocabulary names of the continents and oceans, cardinal directions Communicative structures If you need help call me..., What's the problem...?, Is everything clear...? Shall I repeat...?			

3	10 minutes	- development of self-assesment - empower students to each other	The teacher encourages the groups to exchange the handouts: in this way a group has to correct the work of another one. Then the teacher shows through the whiteboard the right solutions of the task. The pupils correct the work. Finally, each child glue the photocopies in the geography notebook.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		
				<div>L S R W</div>			
				Key vocabulary see activity 2 Communicative structures Pay attention..., look carefully at the whiteboard...			

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Discover the continents
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	- use of classroom - writing with a computer - reading a map (using the colours) - use of Google Earth	The teacher divides the class in pairs. Each pair has to decide on which continet work. Then the teacher brings the class in the computer room and asks to go in classroom and open the word document titeled " Discover of the continents". The teacher helps the pair to find the right page on the atlas. Now the pupils strat the work writing some names next to each element on the document (lakes, rivers, cities ect.). At the end the children have to send (trough classroom) the work to the teacher. Finally the go on Google Earth, with the help of the teacher, and they can discover the places founded before.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- account for classroom - an atlas each pair - computer *Document UNIT 3 (materials lesson " Discover the continents" - Activity 1)	direct observation by the teacher for a later and more accurate assesment; focus on participation of all the members of the pairs, attention on the correct writing				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary mouse, classroom, click, botton, desktop, window, file word, capital letter, names of the continents, names of cities, mountains, lakes, rivers of each continent, turn off, turn on, internet, programm											
				Communicative structures Can you identify...?, Look at the map..., With the mose click on..., press the botton..., open internet...							

2	1 hour	<ul style="list-style-type: none"> - explain something using simple language structures - explain a geography topic using a map - orient theirself on a map 	The teacher prepares the classroom for the exposition: the computer with Google Earth, the planisphere or the globe. Each pair explain the work.	<div data-bbox="1167 92 1520 129"> Skills </div> <div data-bbox="1167 165 1520 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1167 245 1520 459"> Key vocabulary see activity 1 + this is..., the lakes are..., the rivers are..., the mountains are... </div> <div data-bbox="1167 480 1520 683"> Communicative structures Listen to your classmates...; Now it's your turn...; </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- a planisphere or a globe - the printed work for each pupil	
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CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	- identify the continents and the oceans on a planisphere - write the name of continents and ocean correctly	The teacher gives out the tests to the pupils; each child has to complete the planisphere labelling the continents and the oceans and to answer some questions. The tests for the children with special needs is a little bit different.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary names of oceans and continents Communicative structures Read carefully the instruction..., Use the pen or the pencil as you prefer..., Is it difficult or easy...?, Have you finished...?	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	* Document UNIT 4 (test)	

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	5 ocean song
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 minutes	- listen and understand a song - answer to some questions about a video	The teacher let the children listen to the original version of the song for two-three times. Then the teacher asks some questions in order to check the pupils comprehension: " What does the video speak about? What have you seen in the video? Have you understood? What have you understood? ". After this first part, the teacher propose the children the same video, but modifide with the programm EdPuzzle; during the playing of the video the pupils answer some questions.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary names of the oceans, biggest, smallest, surface, percent, Marihanne Tranch, ice, deepest, greek god Atlas, Bermuda Tirangle, warmest Communicative structures Listen carefully to the song and look at the pictures..., What does it speak about...?; Have you understood...? What have you understood ...?	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- computer and whiteboard - original version of the song: link - registration on EdPuzzle - modified version of the song	

2	40 minutes	- read and understand a text about a song - find out the most important information about a specific topic	The teacher gives the text of the song to each child. In turn, the children read a part of the text and, sentence by sentence, they have to find out and underline the most important words or adjectives about the five oceans. If they don't know a word, they have to write the translation with the pencil above the writing. At the end the pupils glue the photocopy in the notebook.	<div data-bbox="1171 92 1520 129"> Skills </div> <div data-bbox="1171 165 1520 212"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1171 248 1520 323"> Key vocabulary see activity 1 </div> <div data-bbox="1171 360 1520 675"> Communicative structures Start reading please..., Can you tell me...? Do you know...?, Can you identify the most important...?, What do you think about...? </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- geography notebook - text of the song - stationary materials * Document UNIT 5 (material lesson " Five oceans song" - Activity 2)	
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CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	Oceans Learning Chain
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	- work together - find out the main information in a text - understanding of some texts - promote autonomy - complete a partly pre-arranged scheme	The teacher prepares the classroom for the activity: five workstations in five different points of the classroom (or the floor); each station already has the materials available for the children (scheme, pictutres and text). The teacher divides the class into 4 groups (4 members each one). Each group has to read the text about one ocean and complete the schema with the main information; when a group has finished the work , it goes to another station to do the same activity with another ocean, and so on. At the end, each group has to create a small book of the five oceans, in which they can find all the schemes.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- descriptions of the oceans - photocopies of the schemes - pictures of the oceans - blue or light blue paper *Document UNIT 5 (materials lesson " Oceans Learning Chain" - Activity 1)	direct observation by the teacher for a later and more accurate assesment; focus on participation of all the members of the groups, attention on the correct writing				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary names of the oceans, description, max. depth, continents, animals, bounded + see the oceans texts											
				Communicative structures If you need..., Is everything clear...? Weel done!; go on with..., pay attention here...							

2	1 hour	- explain a topic using simple language structures - promote responsibility	In turn, each group presents one ocean to the class. The children has to use the planisphere in order to show the classmates where the ocean is located and the continents that it bounded; the pupils use the blackboard to write the information and the computer (internet) to show some images about the ocean. The other classmates have to listen to the group and correct any mistakes.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary see activity 1</div> <div>Communicative structures Good Morning...; we are ..., We speak about the...; the animals are..., it is...</div>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- little book of the oceans - planisphere - blackboard - computer	This activity represents the formative assesment about the part of "oceans". The evaluation is oral and the criteria are as follows: - correctness of the information - use of the English language in the presentation of the contents - Interaction with peers - use of the planisphere and the computer
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CLIL Lesson Plan

Unit number	6	Lesson number	1	Title	MODULE GOOGLE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 hour	- recognize continents - know the main features of continents and oceans - describe a map	The teacher brings the class in the computerroom. Each child turn on the computer, goes on internet and login with the own account. When the pupils are ready, the teacher sends the test to the children. Now they can start the test; there are different kind of questions: some with a picture, some multiple choice questions, some in which the children have to write a short text.	<div> Skills </div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary names of the continents and oceans, adjectives relating to continents </div> <div> Communicative structures turn on..., turn off..., go on internet..., write the account..., press the button..., click with the mouse..., send ... </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- computer for each child - account of the school - test on module google link	This part represents the summative assessment of the educational path "CONTINENTS AND OCEANS". The Google Module is set up as follows: - grades will be published later, after manual review - students will not be able to open tabs or other applications while taking the quiz - who answers can see the correct answers after the publication of the votes - the answers are limited to 1 answer (pupils cannot send more than once the test)
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CLIL Lesson Plan

Unit number	7	Lesson number	1	Title	First step
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	- development of fine manual skills - use of different types of materials - follow instructions relating to a proceeding in a foreign language	The teacher prepares the setting of the classroom: two groups of tables with plastic tablecloth, paint brush and a balloon for each pupil, vinyl glue mixed with some water, in a plat and pieces of toilet paper. The children have to listen to the instruction of the teacher: take 2-3 pieces of paper, put it in the glue and then on the balloon; to stick better the pieces of paper use the paint brush. Continue until the whole ballooon is completely covered. Let it dry for 2-3 days.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary paint brush, glue, toilet paper, stick, some, water, balloon Communicative structures Need you help...?, Take..., use..., is better to use..., add some water/glue..., Is everything clear...? Hold it....	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- balloon for each child - vinyl glue - toilet paper - flat paint brush - glass of water	direct observation by the teacher for a later and more accurate assesment; focus on the correct use of the materials and on the precision and care in the work

CLIL Lesson Plan

Unit number	7	Lesson number	2	Title	Second step
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	see lesson 1	The teacher prepare the setting of the classroom (see lesson 1). The children have to colour with the tempera the balloon. Let the balloon dry for 2-3 days	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- blue and light blue tempera - paint brush for each child	see lesson 1
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary see lesson 1			
				Communicative structures see lesson 1			

CLIL Lesson Plan

Unit number	7	Lesson number	3	Title	Third and last step
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	- bring elements from one object to another similar one - carefully observe the position of the continents and oceans on the globe - recreate a globe with the help of an already made one	The teacher gives the children the photocopies of the continents and oceans and says to color them. The children can use the colours used in the notebook or they can use the "real colours" and follow the natural elements using an atlas. After that, the pupils have to cut out each element and glue on the balloon in the correct position. The students have the globe at their disposal.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	- images of the continents - names of the oceans - globe - vinyl glue - rounded paint brush - atlas * Document UNIT 7	see lessons 1 and 2
				<div>L S R W</div>			
				Key vocabulary see lessons 1 and 2 Communicative structures see lessons 1 and 2			