CLIL Module Plan

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School Grade	◉ Primary	○ Middle	○ High		
School Year	○ 1	○ 2	○ 3	○ 4	◉ 5
Subject	Scienze	**Topic**	Astronomy		
CLIL Language	◉ English	○ Deutsch			

Personal and social-cultural preconditions of all people involved	The project will be carried on in three different fifth classes. Students already know how to use all of the apps presented in the module. Students are used to working in groups or pairs, and they are comfortable using the I.T. lab. All three classes have 20 students (almost 50% boys and 50% girls). All three classes have students with BES or DSA. We also have some foreign students, that are well integrated in the group. I usually don't make different activities for them, but I try to make balanced groups, and/or exercises with universal design for learning. I'd rather have heterogeneous groups than homogeneous. Two of the three classes are loud classes. Classdojo helps a lot with class control. In one class we also have a volunteer of the Servizio Civile, that stays with us sometimes.

Students' prior knowledge, skills, competencies	**Subject**	**Language**
	Students know how to use research tools on Google Chrome. Students know how to use a dictionary online. Students know how to use online apps and softwares. Students can work in pairs and groups. Students know basic English language structures. Students are comfortable talking to classmates and adults.	English

Timetable fit	◉ Module	Length 15h

Description of teaching and learning strategies	My philosophy is: "Let them do, but always keep track of what they're doing". I constantly incorporate technologies in my teaching: I mainly use: - Classdojo: (1) to assign points on a daily basis (like an evaluation grid) for helping others, listening, answering correctly, participating, persistence, teamwork etc. I never assign negative points. (2) To make random groups: students know that they have to work with whoever they are paired with, without complaining. Groups change almost every time. (3) Set a timer. (4) Class control: you can use the noise meter to keep students more quiet. You can give rewards if the whole class obtains enough points. - Canva: (1) to make presentations. (2) To prepare games (memory, flashcards etc.). - Plickers: (1) to assess students at the end of the lesson, see what they learned, and what needs improving. (2) To keep track of their progress. - Online games: I mostly use learningapps, quizziz, quizlet, kahoot, wordwall, jeopardylabs, and educaplay. (1) To make the learning process more interesting. (2) To review. (3) To introduce new topics. - Power points: (1) To keep up (for absent students). (2) To review. (3) To keep track of what we are doing. (4) To suggest additional information, games, or activities for home. - Google classroom: (1) For messages and reminders. (2) To upload ppts. All of my students know how to use all of these apps and are aware that everything they do in the classroom is part of the final assessment. Another strategy I often use is scaffolding, that usually comes in the form of pre-made sentences to help them carry out the tasks, for the first parts of a unit.

Overall Module Plan

Unit: 1 Astronomy throughout history **Unit length:** 3h	**Lesson 1** Learning the vocabulary
	Lesson 2 Astronomy in the past
	Lesson 3 Astronomy in the future

Unit: 2 The solar system **Unit length:** 3h + 1h	**Lesson 1** Researching a planet
	Lesson 2 Creating an identity card
	Lesson 3 Introducing our planet

Unit: 3 A pale blue dot **Unit length:** 3h	**Lesson 1** An infinite universe
	Lesson 2 Planets' dimensions
	Lesson 3 Planets' distance

Unit: 4 Setting our knowledge in stone **Unit length:** 2h	**Lesson 1** Online exercises

Unit: 5 Going to space **Unit length:** 4h	**Lesson 1** Our own astronomers
	Lesson 2 Building a rocket
	Lesson 3 Letter to space
	Lesson 4 Rocket exhibition

CLIL Lesson Plan

Unit number	1	**Lesson number**	1	**Title**	Learning the vocabulary

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20 min.	Activate prior knowledge. Introduce the topic "astronomy".	Show the video: "Introduction to astronomy". Discuss together about the video. Brainstorming: "What is astronomy? What do you know about astronomy? Do you know any famous astronomer?". You can either do a classic brainstorm on the blackboard, or find an interactive brainstorming online software (I usually use MindMeister).	**Skills** L S R W **Key vocabulary** Astronomy; astronomer. **Communicative structures** Astronomy is... I know... A famous astronomer I know is...	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	Video: link Online brainstorming: link	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation.

2	40 min.	Memorize and repeat "space words".	Repeat "space words" on Quizlet. Play with the "learn" and "match" exercises in the app. If you're in the I.T. lab, students can play alone or in pairs (depending on how many computers are available). If you're in the classroom, students can play all together, taking turns. Divide the students in pairs using classdojo. Play a memory game using "space words".	**Skills** L S R W **Key vocabulary** Astronomy; astronomer; space; planet; star; spacecraft; eclipse; rocket; galaxy; milky way; universe; supernova; constellation; moon; earth; to orbit; to launch; to discover; to rotate. From now on, I will refer to all of these words as "space words". **Communicative structures** Repeat after me...	▣ Whole class ▣ Group work ▣ Pair work ▣ Individual work	• Memory - Space words.pdf Quizlet: link	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly. You can use the results of the online games as another form of assessment.

CLIL Lesson Plan

Unit number	1	**Lesson number**	2	**Title**	Astronomy in the past

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	30 min.	Classify some of the most important astronomical events (from oldest to most recent). Discuss about the most important astronomical events throughout history.	Divide students in groups using classdojo. Give every group the photocopy "put in order astronomical events". Every group has to talk about the events, and try to classify them from oldest to most recent. They should be able to do that by using their prior history knowledge and by intuition. If you want to help them, you can tell beforehand the first event, an event in the middle, and the last event.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures** The first/second/third event is... I think this is before/after...	☑ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• Put in order the astronomical events.docx	Check if and how children are participating in the groups. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly and for classifying events adequately.

2	30 min.	Classify some of the most important astronomical events (from oldest to most recent). Illustrate the most important astronomical events on a timeline. Discuss about the most important astronomical events throughout history.	Print and cut out the photocopy "timeline of astronomical events". Put an empty timeline on the wall (a white thick arrow that goes from the first homo sapiens to now). If you want to help your students, put the first event, an event in the middle and the last event already on the timeline. Give every group some events. Take turns to put events and images on the timeline. Read the events out loud, and talk about every event, showing pictures online (e.g. maps of the Earth before Copernicus, Galileo's telescope, names of the constellations, moon landing, etc.).	**Skills** L S R W **Key vocabulary** "space words", classify, timeline. **Communicative structures** The first/second/third event is... In this picture I can see...	▣ Whole class ▣ Group work ☐ Pair work ☐ Individual work	• Timeline - Space events.pdf	Check if and how children are participating in the group. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly, and for classifying events adequately.

CLIL Lesson Plan

Unit number	1	**Lesson number**	3	**Title**	Astronomy in the future

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20 min.	Formulate hypothesis about what humans will do in 5-10-100-1000 years. Get comfortable with using I.T. tools like Mentimeter.	Go to the I.T. lab. Watch the video "Here's How Far Humans Have Sent Spacecrafts In Space". Discuss together about the video, showing pictures online (you can show pictures of Saturn's moons, Pluto, spacecrafts etc.). Students write on a Mentimeter what they think humans will be able to achieve in the next 5, 10, 100, 1000 years. Read the results of the Mentimeter out loud, and discuss about their hypothesis.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures** In 5/10/100/1000 years humans will... I think that... I believe that... Humans could...	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	Video: link Mentimeter: menti.com	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

2	40 min.	Design an e-mail.	Turn on the computers. Open futureme.org (it's an online software that allows to send e-mails to the future). Using the school account, students write an e-mail to their future self, talking about the hypothesis they wrote, and any other thing they'd like to say. Load on Google Classroom the ppt "Introduction to astronomy". It's going to be useful for absent students, or for anyone who wants to review what we did today in the classroom.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures** I think that... I believe that... In 5/10/100/1000 years humans will... E-mail structures.	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	• 1. Introduction to astronomy.pptx Futureme: futureme.org	Check if students are using correct e-mail structures. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

CLIL Lesson Plan

Unit number	2	**Lesson number**	1	**Title**	Researching a planet

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min.	Repeat and memorize "space words".	Go to the I.T. lab. Review “space words” using learningapps. Students can play alone or in pairs (depending on how many computers are available).	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	Learningapps: link	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly. You can use the results of the online games as another form of assessment.

2	50 min.	Locate on the internet, and discuss important information about a planet. Organize and select different types of information.	Divide students in pairs using classdojo. Every pair has to find information about a planet using only 3 websites: NASA's website, Wikipedia, context reverso (online dictionary). All the websites they can use are going to be linked on Google Classroom. Students will look for specific information: name; position; temperature; mass; diameter; revolution time; satellites. They can also find some non-specific information: curiosities.	**Skills** L S **R** **W** **Key vocabulary** "space words" **Communicative structures**	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	NASA's website: link Wikipedia: link Context Reverso (online dictionary): link	Check if students are finding accurate information. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly and for finding good information.

CLIL Lesson Plan

Unit number	2	**Lesson number**	2	**Title**	Creating an identity card

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min.	Memorize and repeat the planets of the solar system.	Review the planets of the solar system using Quizlet.	**Skills** L S R W **Key vocabulary** Planets of the solar system **Communicative structures** Repeat after me...	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	Quizlet: link	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using names of the planets correctly. You can use the results of the online games as another form of assessment.

2	50 min.	Design an A3 poster about a planet.	Using the information they found on the internet, students in pairs make an A3 poster, which should look like an identity card of the planet. They are also going to draw the planet if they want to, and add any type of decoration.	**Skills** L S **R** **W** **Key vocabulary** "space words" **Communicative structures** The average temperature on [...] is... The revolution time is... It has got [...] satellites. The diameter is... The mass is...	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work		Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly. The poster itself is considered an assessment. You should look at the process of creating a poster, as well as the final result.

CLIL Lesson Plan

Unit number	2	**Lesson number**	3	**Title**	Introducing our planet

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min.	Compare and appraise classmates' posters.	Before the lesson begins, tape the identity cards on a wall. Students have 10 minutes to look at the different posters, and take notes. At this point, they should take notes on the overall look of the posters: Is it well designed? Has all the requested information been found?If you want to help your students taking notes, give them the evaluation grid.	**Skills** L S **R** **W** **Key vocabulary** "space words" **Communicative structures** It is well designed. The information has been found.	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	• Evaluation grid (poster).docx	This is a peer-assessment activity. Remember that students should always point out at least two good things, and suggest one thing they would have done differently. The evaluation grid should help your students taking notes.

2	30 min.	Illustrate the poster to the classmates. Explain information about the planet to the classmates.	Taking turns, every pair shows its poster to the classmates and talks about its planet. At this point, students should take notes about the presentation. Was the information well explained? Did they make mistakes? Are they using English? If you want to help your students taking notes, give them the evaluation grid.	**Skills** L | S | R | W **Key vocabulary** "space words" **Communicative structures** This is... The poster shows... The average temperature on [...] is... The diameter of [...] is...	☐ Whole class ☐ Group work ☑ Pair work ☑ Individual work	• Evaluation grid (presentation).docx	This is a peer-assessment activity. Remember that students should always point out at least two good things, and suggest one thing they would have done differently. The evaluation grid should help your students taking notes.

3	10 min.	Compare, judge, and assess other students' posters.	On a piece of paper, every student writes two good things and one thing to improve of every pair. If your students are not used to peer-evaluation, you can give them the evaluation grid. Load on Google Classroom the ppt "The solar system". It's going to be useful for absent students, or for anyone who wants to review what we did today in the classroom.	**Skills** L S R **W** **Key vocabulary** "space words" **Communicative structures** I think they did a very well... I like... I think you could improve...	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• 2. The solar system.pptx • Evaluation grid (final).docx	This is a peer-assessment activity. Remember that they should always point out at least two good things, and suggest one thing they would have done differently. The evaluation grid should help your students taking notes.

CLIL Lesson Plan

Unit number	3	**Lesson number**	1	**Title**	An infinite universe

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min.	Discuss about the content of a video.	Show students the video "universe size comparison 3D". Discuss together about the video. You can use stimulating questions like: "Did you know that the Universe was so big? Did you know how small Earth is?"	**Skills** L | **S** | R | W **Key vocabulary** "space words"; big, small, huge. **Communicative structures** I think... The video shows...	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	Video: link	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

2	20 min.	Formulate hypothesis on a picture. Discuss about space exploration.	Show students the picture "pale blue dot" without saying anything. Students write on a piece of paper what they think the picture represents. If you're in the I.T. lab you could also do this activity on mindmeister. Students read their conjectures aloud. Reveal that the picture was taken in 1990 by one of the spacecrafts of the video we saw (Voyager 1). Discuss about what the picture shows.	**Skills** L S R W **Key vocabulary** "space words", planets' names. **Communicative structures** In this picture I see... I think...	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• Pale blue dot.jpg	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.
3	30 min.	Repeat and memorize the names of the planets.	Divide students in pairs using classdojo. Every pair has to create its own memory game. Play the memory game together.	**Skills** L S R W **Key vocabulary** "space words", planets' names **Communicative structures**	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• Planets memory.pdf	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using planets' names correctly.

4	1h	Stimulate curiosity and furhter explore the Voyager spacecrafts.	This is an extra activity, you can decide to do it if you have time, and if you want to delve into the Voyager spacecrafts. Show students "the golden record", which is a coded message for anyone who might ever find the Voyager spacecrafts. It's a message to the future, just like the one we did at the beginning of the unit, with a lot of information about our planet and our species. Ask your students: "If you could talk to aliens, what would you tell them? What would you put on your Golden Record?" Draw your own Golden Record during the art lesson. You could also draw a Golden Record of the classroom/school/city, with all the most important information.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures**	☐ Whole class ☑ Group work ☐ Pair work ☑ Individual work		Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

CLIL Lesson Plan

Unit number	3	**Lesson number**	2	**Title**	Planets' dimensions

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	30 min.	Design an easy representaion of a planet. Investigate planets' dimensions.	Divide students in pairs using classdojo. Give every pair a piece of cardboard. Tell students that now we're pretending the sun's diameter is only 200cm. Using the document "planets' dimensions", show your students how big the planets would be if the sun had a 200cm diameter. Ask every pair to build their own planet with the correct dimension.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures**	☑ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• Planets dimensions.docx	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

2	30 min.	Compare Earth to the other planets.	Put the planets in order from smallest to biggest. Discuss about the dimensions. Divide students in groups using classdojo. Every group has to make observations: how many Earths can fit in the sun/Jupiter/Saturn? What's the biggest/smallest planet? Which planets are almost as big as Earth? Which planets are bigger than Mars? [...].	**Skills** L | **S** | R | W **Key vocabulary** "space words", planets' names **Communicative structures** Jupiter/Saturn can hold [...] Earths Earth/Mars/Jupiter is bigger... Neptune/Uranus is smaller... Jupiter is the biggest... Mercury is the smallest...	☑ Whole class ☐ Group work ☑ Pair work ☐ Individual work		Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly, and for using correct forms of comparatives and superlatives.

CLIL Lesson Plan

Unit number	3	**Lesson number**	3	**Title**	Planets' distance

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20 min.	Observe and discuss the distance of different planets from Earth and the Sun.	Go to the school yard or to the park. Tell students that now the sun has a diameter of only 1 cm. Mercury is 42cm away. Venus, 77cm [...]. Put the planets in order at the correct distance. Discuss about the distances. You can look up distances and dimensions in scale on the document: "planets dimensions".	**Skills** L | S | R | W **Key vocabulary** "space words", planets' names **Communicative structures** The first/second planet is... Earth is between... Neptune is far from the sun Mercury is close to the sun	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Planets dimensions.docx	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using planets' names correctly.

2	40 min.	Investigate the distance of the planets.	Divide students in groups using Classdojo. Every group has to make observations: how many steps does it take to go from the sun to mercury? And from the sun to Earth? [...]. Try to make calculations. If you want, you can prepare a checklist for your students, so they can investigate specific information.	**Skills** L | S | R | W **Key vocabulary** "space words", planets' names **Communicative structures** Earth/Mercury/Venus is [...] steps from the sun.	☑ Whole class ☑ Group work ☐ Pair work ☐ Individual work		Check if and how children are participating. Assign points on classdojo for engagement, effort and participation. Assign points for using planets' names correctly.

CLIL Lesson Plan

Unit number	4	**Lesson number**	1	**Title**	Online exercises

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	2h	Repeat and memorize "space words". Repeat and memorize planets' names. Repeat and memorize everything we've done so far.	Go to the I.T. lab. Students can work alone or in pairs (depending on how many computers are available). Students complete the "online games" in order to set what we learned in stone. The last game is going to be a plickers.com exercise. All of the games are uploaded on Google Classroom, so that every student can do them again at home, or whenever they want.	**Skills** L S R W **Key vocabulary** "space words", planets' names **Communicative structures**	☐ Whole class ☐ Group work ☑ Pair work ☑ Individual work	Quizlet "space words": link Quizlet "the solar sytem": link Learningapps "space words": link Learningapps "history of astronomy": link Learningapps "the solar system": link Learningapps "the solar system pt.2": link Quizziz "the universe": link Wordwall "space questions": link	You can use the results of the online games as a form of assessment.

CLIL Lesson Plan

Unit number	5	**Lesson number**	1	**Title**	Our own astronomers

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20 min.	Discuss about astronauts' life in space. Promote science, engineering, and languages. Show examples of people (both man and women) from our territory that have been to space.	Watch some of Samantha Cristoforetti's and Luca Parmitano's videos. Discuss with the students about the videos. Watch a ppt about Samantha and Luca.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures** In the video I see... I think...	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• 4. Samantha Cristoforetti and Luca Parmitano.pptx Samantha's video: youtube.com/watch?v=ILAiw5GQckg&ab_channel=EuropeanSpaceAgency%2CESA Luca's video: link	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

2	40 min.	Investigate life in space. Make questions about life in space.	Divide students in groups, and tell them to think and discuss about life in space (on the ISS), using the information seen in the videos. Every group has to think about some questions about "how to do things in space" (e.g. how do you sleep in space?). Write the questions on the blackboard (or online). Save them for later.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures** My question is... I think...	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work		Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

CLIL Lesson Plan

Unit number	5	**Lesson number**	2	**Title**	Building a rocket

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	30 min.	Investigate what's needed to build a rocket.	Watch the ppt "building a rocket" and find out about the steps to build a baking soda + vinegar rocket. Discuss together about the different options.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures** To build a rocket we need... I think... We can use...	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Building a rocket.pptx	Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

2	1,30 h	Design and assemble a rocket.	Divide students into groups and build a rocket with recycled material that students bring from home.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures**	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work		Check if and how children are participating in the group. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

CLIL Lesson Plan

Unit number	5	**Lesson number**	3	**Title**	Letter to space

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	1h	Design and write a letter to Samantha Cristoforetti and Luca Parmitano.	Using the questions that the students formulated in the first part of the unit, write a letter to Samantha and Luca. Students are going to write a letter all together (on the e-board). They can also attach drawings and pictures of the rockets to the letter. The teacher is going to send the letter to Samantha and Luca.	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Check if and how children are interacting. Assign points on classdojo for engagement, effort and participation. Assign points for using "space words" correctly.

CLIL Lesson Plan

Unit number	5	**Lesson number**	4	**Title**	Rocket exhibition

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	1h	Show to the community what we learned in the classroom.	At the end of the school year, in May, we are going to do a school festival. There is going to be a room where our 5th classes do a rocket exposition. Every student can show their creations to the community, and explain what we did in the classroom. If you have time, students could also design posters that briefly explain the main features of their rockets, and maybe put some pictures on the wall of the "work in progress".	**Skills** L S R W **Key vocabulary** "space words" **Communicative structures**	☑ Whole class ☑ Group work ☐ Pair work ☐ Individual work		For this last activity there's not going to be any type of assessment. Students should be able to just enjoy what we did in the past months, and be proud to show the community our final results.