

CLIL Module Plan

Author(s)	FRISANCO ELISA			
School	Don Grazioli - Lavis			
School Grade	<input checked="" type="radio"/> Primary	<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4 <input type="radio"/> 5
Subject	Scienze	Topic	Food chain	
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>This Unit will be proposed to the class 4A of the Primary School of Lavis. There are 21 students in the class. Three students have special educational needs and follow a personal didactic plan (PDP): two students follow a “PDP fascia C” and one follows a “PDP fascia B”. A learner has taken psychological support for her difficulties in dealing and organizing emotions. A student came to the class at the end of November, he moved from another school in Trentino for familiar reasons and has moldavian parents. There are no English mother tongues but several different other mother tongues like Albanian, Arabic or Moldavian. The class started with English and CLIL from the first school Year: they had 2 hours a week of English each Year, 1 hour a week of Science CLIL each Year, 1 hour a week of Art CLIL in the first two Years and 1 hour a week of P.E. in the first two Years. From the third class they study German and some disciplines in German as CLIL. During the lessons there is individual work, pair work, small group and cooperative learning activities with appropriate scaffolding so that all students can follow the lesson. In this module students develop their listening and speaking skills, as well as reading and writing skills. The teacher is the only adult present in the classroom. The teacher has a master’s degree in Primary Education and is in the third Year of teaching: all the Years she taught English and different subjects in CLIL, it’s the first Year she teaches Science CLIL.</p>
--	--

Students' prior knowledge, skills, competencies	Subject	Language
	Students already know plants and the process of photosynthesis, they know the names of some habitats (some in English and some in Italian only), some of their characteristics and their collocation on earth (e.g. foresta pluviale, deserto).	The class started with English and CLIL from the first school Year: they had 2 hours a week of English each Year, 1 hour a week of Science CLIL each Year, 1 hour a week of Art CLIL in the first two Years and 1 hour a week of P.E. in the first two Years. From the third class they study German and some disciplines in German as CLIL. Students know from the English lessons various names of animals (e.g. elephant, horse...) and some habitats, both from the English lesson (e.g. forest, desert) and the geography lesson (e.g. foresta pluviale, prateria). Students have studied the verbs "to be" and "to have".

Timetable fit	⦿ Module	Length 3 units, 8 lessons
----------------------	----------	---------------------------

Description of teaching and learning strategies	<p>Many different teaching and learning strategies are used and activated in this module: - students activate both Low order thinking skills and High order skills (LOTs and HOTs) and the learning pyramid and Bloom's taxonomy are fundamental for the module; - cooperative learning is promoted; - the 4Cs of CLIL are involved; - there is individual work, pair work, small group work as well as whole class work to promote different interaction; students make lapbook pages on their copybook as flaps, pictures, text and folded display material creatively arranged in order to engage their interest, to help guide and shape students' thinking and communication skills and to scaffold students with difficulties organizing the content; Learning by doing - Brainstorming as activator of prior knowledge and motivational activity; - Game-based learning as an active learning technique that uses games to improve student learning. Materials used: mind maps, visulas, google presentation and prezi.com presentation, didactic videos, online quiz and games, pdf or printed educational sheets, Interactive whiteboard, pictures or flashcards, as a scaffolding language chunks or structures, lapbook, games, website edpuzzle.com to cut the video and select just the part needed, plastified materials prepared by the teacher. All these activities are meant to improve the four language skills of speaking, listening, reading and writing. Different kinds of activities help to include and involve all students, also learners with special needs and allow them to feel comfortable in the classroom.</p>
--	---

Overall Module Plan

Unit: 1 Animals can be carnivores, omnivores or herbivores Unit length: 2 lessons of 1 hour	Lesson 1 Carnivore- omnivore- herbivore
	Lesson 2 Classification game
Unit: 2 Food chain definition: habitats, producers, consumers, decomposers Unit length: 5 lessons	Lesson 1 Food chain definition
	Lesson 2 Habitats
	Lesson 3 Producers, consumers and decomposers: Producers
	Lesson 4 Consumers and decomposers
Unit: 3 Examples of food chains Unit length: 3 lessons	Lesson 1 Revision and food chain example
	Lesson 2 Food chains in groups
	Lesson 3 Summative assessment

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Carnivore- omnivore- herbivore
--------------------	---	----------------------	---	--------------	--------------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Activate prior knowledge and produce language they already know.	The teacher organizes a brainstorming activity. The whole class is encouraged to produce content language which they already know and activate prior knowledge by answering to oral questions “What do animals eat? How do you classify animals according to the type of food they eat?”. Some L1 may be used and the class is called to help translate the main content. The main objective is to elicit the concept of “carnivore- omnivore- herbivore”	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Animals, eat, food, carnivore, omnivore, herbivore</p> <p>Communicative structures What do animals eat? Animals eat...</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	x	Formative assessment: the teacher observes the participation of learners and collects data about their prior knowledge.
L	S	R	W								

2	15 minutes	<p>Students will: Define animals by what they eat: carnivore-omnivore-herbivore; Write the definitions on their copybook;</p>	<p>On the copybook students write the definition of “carnivore- omnivore- herbivore” copying it from the interactive whiteboard while the teacher is writing it. The students are called to help the teacher build a proper definition. Pictures and colors are used to help students understand and organize information.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Animals, eat, carnivore, omnivore, herbivore, meat, plants</p> <p>Communicative structures What is a carnivore/ omnivore/ herbivore? An animal that eats meat only. An animal that eats plants only. An animal that eats both plants and meat.</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>Interactive whiteboard; Pictures of meat/ meat and plants/ plants;</p>	<p>Formative assessment: the teacher observes students and checks understanding by questioning to check if learners have understood the meaning of the definitions.</p>
---	------------	---	--	--	---	---	---

3	30 min	<p>Students will: classify animals by what they eat in “carnivore-omnivore-herbivore”; Name the animals;</p>	<p>Students are given pictures of animals. Students should draw on their copybook a Venn diagram and try to divide animals in the three categories “carnivore- omnivore- herbivore” by placing the pictures in the correct part. In this phase they can talk with their pairs and discuss. The teacher represents the same Venn diagram on the blackboard and, helped by students, divides animals in the three classifications and writes the names of the animals. Students stick and copy. Learners color the animals.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary carnivore- omnivore-herbivore, snake, shark, lion, penguin, bear, hen, pig, monkey, camel, cow, elephant, horse</p> <p>Communicative structures The ... is a carnivore. The ... eats meat only/ plants only/ both plants and meat.</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>Blackboard Pictures of animals Visual organiser: venn diagram</p>	<p>Formative assessment: the teacher observes students and checks understanding of the three categories</p>
---	--------	--	---	--	--	--	---

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Classification game
--------------------	---	----------------------	---	--------------	---------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
-----------------	---------------	--------------------------	---------------------------	-----------------	--------------------	------------------	-------------------

1	Whole lesson	Students will: remember the classifications and classify animals by what they eat in “carnivore-omnivore-herbivore”; Name the animals;	Classification game. To play this game a big place is needed where learners can move and run (a big classroom, the hallway, the gym or the yard). The teacher places the three signs with coloured names and pictures of the three categories (carnivores - omnivores - herbivores) on the floor and reads them with learners. The teacher can revise the meaning of the three words by questioning. Students line up in a single file and play as in a relay race. Pictures of animals are placed in a box between the students and the signs. One after the other learners should run, grab a picture of an animal and put it in the correct classification. At the end of the game, the teacher checks the classification and eventually corrects mistakes with the help of students themselves. This game could be timed with a chronometer and repeated to reach as many correct classifications in the smallest amount of time.	<p>Skills</p> <table border="1" data-bbox="1211 165 1552 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary carnivores - omnivores - herbivores, names of animals learned</p> <p>Communicative structures The ... is a ... because it eats ... (The lion is a carnivore because it eats meat only).</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	<p>Pictures of animals (better if plastified), one for each student; Signs with coloured names and pictures of the three categories (carnivores - omnivores - herbivores): use the same colors and pictures used in the definitions to scaffold recalling content Place big enough to move and run (a big classroom, the hallway, the gym or the yard); For the variation: chronometer.</p>	<p>Formative assessment: the teacher observes students and their group interactions. The teacher checks understanding of the three categories and the classification of animals.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Food chain definition
--------------------	---	----------------------	---	--------------	-----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
-----------------	---------------	--------------------------	---------------------------	-----------------	--------------------	------------------	-------------------

1	20 minutes	<p>Students will: explain what gives energy to plants and animals; recollect previous knowledge about photosynthesis and animals classification by what they eat.</p>	<p>Activating prior knowledge/ introduction to the topic. The teacher shows a slide with a picture of grass and the question “Where do plants get the energy they need to live?”. The teacher let the students explain the meaning of the question to assure that everybody understands. Students in pairs should try to answer the question. Then again the teacher shows a slide with a picture of a lion and a zebra and the question “Where do animals get the energy they need to live?”. Again students in small groups of three try to answer the question. For a proper scaffolding each student has a piece of paper with the structure of the answer given: “...gives energy to plants” and “...gives energy to animals”. The teacher reads the question again and learners report their answers to the class. Together teacher and students discuss the answers and select the proper one. Every student writes the shared content on the pieces of paper and sticks them on the copybook.</p>	<p>Skills</p> <table border="1" data-bbox="1218 165 1556 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary get energy, gives energy to, animals, plants, sun, other animals, photosynthesis</p> <p>Communicative structures ...gives energy to... Scaffolding: language chunk - a piece of paper with the structure and some supporting pictures of the answer given: “...gives energy to plants” and “...gives energy to animals”.</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>Slides "food chain introduction" with pictures of grass, a zebra, a lion and the questions, slide with a food chain of the savannah. Scaffolding: language chunk "Gives energy to" - a piece of paper with the structure and some supporting pictures of the answer given: “...gives energy to plants” and “...gives energy to animals”.</p>	<p>Formative assessment: the teacher observes students and their participation; the teacher collects data about their prior knowledge about photosynthesis and animals classification by what they eat.</p>
L	S	R	W								

2	40 minutes	Students will: Define what a food chain is.	<p>Lapbook “Food chain definition” Students stick on their copybook the flip-flap picture of a food chain. Students notice that the arrow means “gives energy to” and complete the picture adding the sun. They try to read the food chain and understand what a food chain is. In the flip-flap students copy the definition of “food chain” and the glossary from the blackboard. Definition: “A food chain shows the transfer of energy from a living thing to another in a particular habitat”. The teacher reads the definition step by step and elicits meaning with the help of students. Then the teacher reads the definition aloud and learners repeat it and focus on pronunciation. Gestures are added to elicit and show in movements the meanings. Students stick an arrow containing the words “gives energy to” on the copybook, as a reminder that as they find a yellow arrow in a food chain they should read “gives energy to”. As homework students have to study the definition by heart and complete the gap-text of the definition.</p>	<p>Skills</p> <table border="1" data-bbox="1218 165 1556 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary food chain, shows, transfer of energy, living thing, another, habitat, gives energy to, definition</p> <p>Communicative structures A food chain shows the transfer of energy from a living thing to another in a particular habitat.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>Flip-flap lapbook for “food chain” with paper arrow containing the words “gives energy to”; Blackboard;</p>	<p>Formative assessment: the teacher observes students and their participation to the lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Habitats
--------------------	---	----------------------	---	--------------	----------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	Whole lesson	Students will: understand the concept of habitat; name some examples of habitats.	As the food chain shows the transfer of energy from a living thing to another in a particular habitat, students need to understand the concept of habitat and know some examples of habitats. The teacher asks an open question: "What is a habitat?" then let children watch the video and listen to the song "Habitats". With the question the teacher provides a reason for watching the video. Then they answer the question "A habitat is a home for living things". Students prepare on their copybook the lapbook "Habitats" and try to guess the name of the habitats watching the pictures. Copying from the whiteboard, learners complete the lapbook with the vocabulary and italian translation. The class watches the video and listens to the song again and at the end is asked to name all the habitats they heard in the song. Fast finishers from this lesson on: when a student finishes faster, he or she can color the pictures or take and complete a wordsearch about food chain and habitats.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary home, living things, forest, rainforest, grassland, savannah,marsh, river, pond, arctic, desert, ocean</p> <p>Communicative structures What is a habitat? A habitat is a home for living things What is it? It is ...</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	Habitats Song - Hopscotch link Lapbook "habitats" Wordsearch created with: thewordsearch.com	Formative assessment: the teacher observes the participation of students and their ability to answer simple questions by watching a video
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Producers, consumers and decomposers: Producers
--------------------	---	----------------------	---	--------------	---

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
-----------------	---------------	--------------------------	---------------------------	-----------------	--------------------	------------------	-------------------

1	20 minutes	Students will: identify and describe the three main parts of a food chain: producers, consumers and decomposers.	Students watch a video that presents the three main parts of a food chain , then they prepare a mind-map on their copybooks to visualize them. A food chain has: - producers - consumers - decomposers	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary producers, consumers, decomposers</p> <p>Communicative structures A food chain has got...</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<p>Video link “producers, consumers, decomposers” from minute 1:48 to minute 3:21 The teacher can use the website link to cut the video and select just the part needed.</p> <p>Lapbook "Food chain definition": parts of the mind map - “A food chain has: producers, consumers, decomposers”.</p>	<p>Formative assessment: the teacher observes the engagement of students in watching the video and preparing the mind-map.</p>
---	------------	--	--	---	---	---	--

2	40 minutes	Students will: identify and describe producers and their main characteristics	As food chains start with producers, students realize a lapbook about producers. In pairs they read the sentences and try to understand them with the help of pictures. Then the teacher reads them aloud and with the class try to elicit the meaning of the sentences. In this phase students and teacher use both English and the L1, so that all learners can properly understand the content and the concepts can be clear for everybody. The use of L1 is elicited from the teacher, that can ask to use English or Italian depending on the language level of the students asked. "A food chain starts with a producer. The sun gives energy to producers. Producers use photosynthesis to create their own food. Plants are producers." Then learners discover that "there are producers in every habitat". They complete the table with a producer for each habitat and compare it with partners in small groups. They are given a chunk of language on the blackboard to communicate properly: "I think it is a ... (desert) producer". When they are sure of their choices can stick the pictures in the table and color them.	<p>Skills</p> <table border="1" data-bbox="1193 167 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary producer, sun, energy, photosynthesis, food, plants names of habitats</p> <p>Communicative structures A food chain starts with a producer. The sun gives energy to producers. Producers use photosynthesis to create their own food. Plants are producers. I think it is a ... (desert) producer.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Lapbook "Producers-consumers-decomposers": "producers" and "table of producers" and pictures of producers to complete it	Peer learning: the students help each other understanding the sentences and pictures. They complete the table with a producer for each habitat and correct it in small groups. The teacher observes students while they work in small groups.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Consumers and decomposers
--------------------	---	----------------------	---	--------------	---------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
-----------------	---------------	--------------------------	---------------------------	-----------------	--------------------	------------------	-------------------

1	Whole lesson	Students will: identify and describe consumers and their main characteristics. Understand that there are consumers in every habitat.	Students revise the information about producers and then try to brainstorm what a consumer is. The teacher asks “What is a consumer?” and students try to give their answer. Then they realize a lapbook about consumers with the main characteristics of this group. In the lapbook students are asked to complete the exercises and they can choose to complete them in pairs or alone and then compare it with a partner. In this phase students and teacher use both English and the L1. Then students stick on their copybook the table with animals and complete it writing the habitat where they live. On the interactive whiteboard the teacher shows the solution and discusses with students if there are different ideas.	<p>Skills</p> <table border="1" data-bbox="1205 165 1545 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary habitats, names of animals, consumers, eat, living thing</p> <p>Communicative structures A consumer is a living thing that eats (consumes) other living things. Animals are consumers. Scaffolding structure: It lives in ... (It lives in the desert)</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Lapbook "Producers-consumers-decomposers": “consumers” and table with animals Interactive whiteboard	Formative assessment: Peer learning: the students help each other understand the sentences and complete the exercises. The teacher observes students interactions and knowledge about animal classification (carnivore, omnivore, herbivore) and habitats.
L	S	R	W								

2		<p>Students will: Identify and describe decomposers and their main characteristics; name some decomposers.</p>	<p>Students are asked to watch the video about “producers, consumers, decomposers” again and focus on decomposers: what are decomposers? At the end of the video learners try to give an answer to this question. Students can use both English or their L1: in this way also students with a lower English level can participate and feel more engaged. Students stick on their copybook the lapbook flap “decomposers”. The teacher reads aloud the characteristics of decomposers and students try to complete the sentences on their lapbook: “Decomposers decompose dead plants and animals into nutrients. Nutrients go in the soil or ocean. Producers use the nutrients to live and the cycle begins all over again. Decomposers recycle dead plants and animals into something useful for plants!” Then students read the names of decomposers examples and match them with the corresponding picture.</p>	<p>Skills</p> <table border="1" data-bbox="1205 165 1547 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary decomposers, dead, nutrients, soil, ocean, recycle, useful</p> <p>Communicative structures Decomposers decompose dead plants and animals into nutrients. Nutrients go in the soil or ocean. Producers use the nutrients to live and the cycle begins all over again. Decomposers recycle dead plants and animals into something useful for plants!</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>Lapbook "Producers-consumers-decomposers": "decomposers" and exercise "decomposers - read and match" Video link "producers, consumers, decomposers" from minute 1:48 to minute 3:21 The teacher can use the website link to cut the video and select just the part needed.</p>	<p>Formative assessment: the teacher observes the engagement of students in watching the video and prepare the lapbook. The teacher can observe students while writing the missing words and filling the gap.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Revision and food chain example
--------------------	---	----------------------	---	--------------	---------------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Students will: focus on important content and language. Understand what they will be assessed on.	The first part of the lesson is a revision of the previous content and language. Orally the teacher can ask questions such as “What is a producer? Can you name a decomposer? A food chain starts with a producer or decomposer?”. Students answer by heart or look for the answer on the copybook: in this way all students, also learners with special needs, can participate in the lesson and revise content and language. This exercise is a good opportunity for students to focus on important content and language and to understand what they will be assessed on. The teacher elicits this to all students.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All vocabulary presented</p> <p>Communicative structures What is a (producer)? Can you name a (decomposer)? A food chain starts with a producer or decomposer?</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	Copybook	Formative assessment: by questioning and answering orally, learners revise content and language. This exercise is a good opportunity for students to focus on important content and language and to understand what they will be assessed on. The
L	S	R	W								

2	40 minutes	Students will: analyze an example of food chain.	Food chain example Students work on their copybook and the teacher on the backboard with bigger pictures. Helped by learners, teacher and students together prepare an example of a food chain using the pictures given. The students are asked to speak English only and use the words studied. Students then color with green the border of producers, with pink consumers and brown decomposers. Then students and teacher write the verbalization of the food chain: "The sun gives energy to the grass. The grass gives energy to the rabbit. The rabbit gives energy to the snake. The snake gives energy to the hawk. The fungi decompose the hawk and give energy to the grass." All students are given time to write down the verbalization: fast finishers can color the pictures.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Sun, grass, hawk, snake, rabbit, producer, consumer, decomposer, gives energy to, decompose</p> <p>Communicative structures ... gives energy to ..., ...decompose ..., ... is a (consumer).</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Food chain example - pictures. Blackboard. Website onlineprinters.it to prepare the title "food chain" to colour.	Formative assessment: the teacher takes note of students participating, of how learners answer the questions and if they know key vocabulary and content.
---	------------	--	--	---	---	--	---

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Food chains in groups
--------------------	---	----------------------	---	--------------	-----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	Whole lesson	Students will: Work in groups and collaborate. Prepare posters about food chains in different habitats. Write the description of food chains and read it.	Food chains in groups Students are divided into small atherogenic groups. Each group has a habitat and pictures of the sun, a producer and consumers of that habitat. They prepare a poster of the food chain and write down the description of that food chain. When the groups are finished, a gallery with posters is prepared and the groups read the description of their food chain.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary about food chain</p> <p>Communicative structures ... gives energy to...</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	Posters, pictures of animals, yellow arrows “gives energy to”, group-self assessment worksheet “traffic lights”.	Formative assessment: the teacher observes students while they work in groups. The teacher observes the participation of students in the work and asks questions about the food chain of each group. Students are asked to complete a group-self assessment about their work using the “traffic lights”.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Summative assessment
--------------------	---	----------------------	---	--------------	----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	Whole lesson	Students will: be assessed on content and language.	Students are asked to complete a test about content and language presented in the module "Food chain". Different kinds of exercises are given about carnivores, omnivores, herbivores, food chain definition, habitats, Producers, consumers and decomposer, food chain example. For students that are in difficulty the teacher can give support: during the test the teacher constantly observes the students and helps learners in need by reading them the instructions and explaining them again, or by giving extra examples. For learners with special needs the teacher can decide to not correct grammar or spelling for some content, depending on the PDP of the student. The ninth exercise can be done written or orally: if some students don't have enough time to finish all, they are offered the opportunity to complete exercise nine orally and to show their competence orally. It depends on the students and therefore it's very important to observe them during the test. At the end the learners, as usual for the Science CLIL tests, evaluate how much they studied and how was the test using the colours of traffic lights (red-yellow-green). With the traffic lights they also express their interest in the content and how much they liked it.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary carnivores, omnivores, herbivores, Food chain definition, Habitats, Producers, consumers and decomposers, food chain examples.</p> <p>Communicative structures Communicative structures used in the module.</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	Module food chain test	Self-assessment: Learners, as usual for the Science CLIL tests, evaluate how much they studied, if they like the topic and how was the test using the colours of traffic lights (red-yellow-green). Summative assessment: Module food chain test
L	S	R	W								