

CLIL Module Plan

Author(s)	Francesca Degasperi			
School	Istituto Comprensivo di Levico Terme			
School Grade	<input checked="" type="radio"/> Primary	<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4 <input type="radio"/> 5
Subject	Geografia	Topic	Houses	
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The project was proposed to the class 2A of the primary school of Tenna, a small town near Levico Terme. It consists of 12 students, 4 girls and 8 boys. At the moment nobody has a certification for special needs, but two students in particular need some special attention and differentiation during the daily activities. Everyone's native language is Italian. The class has been studying English since year 1. The school of Tenna started "progetto CLIL DIFFUSO" in the school year 2020-2021, project that from experimental became effective in the year 2023-2024. During the week the students are exposed to the language for 8 hours in total, divided between curricular English (2 hours) and the following subjects: geography, technology, physical education, art and music, two hours are taught by an English native speaker, who teaches in all classes. Overall, the linguistic level is good and the class is participative and motivated. In the classroom oral communication is promoted, as well as a ludic approach, that has proven useful to help children overcome the shyness and insecurity that can be an obstacle to the learning.</p>
--	---

Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students know the prepositions of place (up, down, left, right, in, on, under, in front of, behind) and the basic vocabulary of houses and room's furniture. They experienced the topological concepts through bodily (movement in a grid on the ground) and technological activities (Blue-bot) to represent movements and direction in space.</p>	<p>Students know the structures "it is..." and "it has got" to describe familiar objects, and are familiar with the sentence structure S-V-O. They know the names of simple shapes, everyday furniture and adjectives (big/small; up/down) and the weather vocabulary.</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 3 Units, 9 lessons in total
----------------------	---	------------------------------------

Description of teaching and learning strategies

This module is articulated in lessons that engage students in different types of activities, with the aim of developing listening, speaking, writing and reading abilities necessary for the subject. To do so, the project propose individual, pair and group work where the student is always the centre of the learning process. Many activities include ICT and Digital Tools, using the LIM in the classroom (quizizz, wordwall, youtube videos) and the computer room. In order to support participation and involvement, each lesson starts from the student's previous knowledge and use it to support further learning. I had the opportunity to actually propose the first two units to my class, the third is only a draft because I wasn't able to do it at school. During the writing process of the Module Plan I've made some changes in the organization of the activity, based on what went well and what could have been improved. In particular, I managed time differently dedicating more or less minutes to some activities in order to respect the children's own times.

Overall Module Plan

Unit: 1 Outside the school Unit length: 3 hours and a half	Lesson 1 Learning our surrounding
	Lesson 2 School map: frontal perspective
	Lesson 3 School map: bird's eye view point
Unit: 2 Houses Unit length: 3 hours 50 minutes	Lesson 1 Inside a house
	Lesson 2 My dream house
	Lesson 3 My dream house (Part 2)
Unit: 3 Where do people live? Unit length: 3 hours and 50 minutes	Lesson 1 Different environment...different houses
	Lesson 2 Houses around the world
	Lesson 3 My house is made of...

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Learning our surrounding
--------------------	---	----------------------	---	--------------	--------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Students will: revise the pre-knowledges.	To revise the direction and preposition of space the teacher suggests a known activity: the robot and the guide. At the beginning the teacher is the guide and a student is the robot following the direction moving around the classroom. When a student finds the correct placement, he/she became the guide and picks a robot to give instructions to. The game finishes when everyone experienced both roles. The teacher knows their students strenghts and weaknesses and will call someone more confident to start the game. In doing so, even the most unsure kid will have the time to prepare for his/her moment.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Preposition of place</p> <p>Communicative structures Move x step(s) forward/ backward Turn left/right Who wants to start?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative assessment: the teacher check how children participate, how they give and follow directions.
L	S	R	W								

2	20'	<p>Children will: Understand and use simple maps. Follow a course and orientate using simple directions.</p>	<p>The students work in pairs: they receive a worksheet each, showing a grid/map with some toys placed in a specific position. Student A has some objects but needs to find other three that Student B has, at the same time Student B needs to find 3 objects only Student A has. Without showing each other worksheets, students need to ask each other questions and give direction to find the missing objects. When they're finished they can check the answers together. The teacher guide the class in remembering the Wh question used to ask directions/ indicate the place or position of something. Finally, each student writes down the direction they followed to find the missing objects.</p>	<p>Skills</p> <table border="1" data-bbox="1048 167 1388 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Toys Preposition of place Directions</p> <p>Communicative structures Look at the map.. Where is the...? Move up/down/left/right</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • STUDENT A MAP.pdf • STUDENT B MAP.pdf <p>Worksheet: student A and B</p>	<p>Formative assessment: The teacher observes how students work in pairs, check if they use the vocabulary correctly. Peer assessment: Students can check each other work at the end of the activity and give solutions to solve problems.</p>
L	S	R	W								

3	15'	<p>Children will: Observe and record elements to understand and know the environment around the school.</p>	<p>The class goes in the schoolyard and the teacher explain the aim of the activity: to observe and describe the surroundings of the school from various point of view: in front of, on the left, behind and on the right. After the oral description of what surrounds the school the teacher introduces the new vocabulary and ask students to complete some sentences orally: in front of the school I can see the.... (showing two flashcards representing landscapes elements to choose from) cedar tree or the football pitch?. The students might not know all the words but with the pre-knowledge they have, for example they know the meaning of "tree" or "football", they can make inferences on the meaning. Also, the pictures help them recognize the objects and connect the word to something familiar.</p>	<p>Skills</p> <table border="1" data-bbox="1048 165 1391 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Natural elements of the landscape and buildings.</p> <p>Communicative structures In front of/ behind / next to/ on the left/right I can see...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• natural and man made elements around the school.flashcards.pdf</p>	<p>Formative assessment: The teacher guides the students' interventions, checking if they need support in the use of the correct grammatical structure and sentence building. After monitoring, the teacher might see the need to repeat the new vocabulary. In that case, more time is needed for this phase of the lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	School map: frontal perspective
--------------------	---	----------------------	---	--------------	---------------------------------

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

1	30'	<p>Children will: - describe the elements of a know environment using the proper preposition of place.</p>	<p>Students are divided in 4 groups of 3 to elaborate the experience from last time. To each group the teacher assigns a portion of the environment around the school to describe (in front of; behind; left and right) on a worksheet. The flashcards are provided (sticked on the blackboard) as a scaffolding for the new vocabulary and the teacher helps children with the pronunciation and the meaning. When every group has finished listing and writing the elements of their section, in plenary each group present their work. In the groups students need to decide their role: who reads aloud the sentence, who writes the words on the blackboard (with support when needed) and who place the correspondent flashcard with a magnet next to the word. The teacher helps students decide their role, based on her knowledge of everyone's features. When the members of a group present their part, the others write down the informations to complete the worksheet. This solution allows kids that are presenting to be listened to and is a simple class management tip that I added after my actual experience in the class.</p>	<p>Skills</p> <table border="1" data-bbox="1019 159 1359 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Natural and man made elements and buildings. Preposition of place.</p> <p>Communicative structures On the left/ on the right; in front of/behind the school there are...</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>	<ul style="list-style-type: none"> • Around the school.pdf • natural and man made elements around the school.flashcards.pdf <p>The instruction to complete the worksheet is: simply list the elements.</p>	<p>Formative assessment: The teacher observes how students communicate in the group, how much they remember about what the environment and how often they need to use the flashcard to recollect the vocabulary. The focus is on the communication and not the accuracy: children are made aware of that in order to foster communication.</p>
L	S	R	W								

2	30'	Student will: Review content and vocabulary.	<p>The teacher propose a memory game to revise the new vocabulary. The children play with two set of cards: the first shows pictures of the elements of the environment; the second has the written nouns. The game continues until all the cards are removed and all pictures are matched with the right word. The teacher invites students to help each other: when it's their turn they can point to a wrong match and suggest a change, the class has to agree. At the end the teacher shows a poster where in the centre there is the school and on the four sides the different preposition of place :children take turns to attach the flashcards with the names in the correct section.</p>	<p>Skills</p> <table border="1" data-bbox="1016 165 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Environment elements. Preposition of place.</p> <p>Communicative structures Find the match What is it? Where is it? Is it correct?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • memory_pictures.pdf • memory_nouns.pdf • School sections.pdf 	<p>Formative assessment: the teacher observes the students pronunciation and assess if they can find the correct match and put the element in the correct position. Peer assessment: the students pay attention to their classmates' work and are involved in the correction of possible mistakes.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	School map: bird's eye view point
--------------------	---	----------------------	---	--------------	-----------------------------------

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

1	20'	<p>Student will: - revise and consolidate the concept of "bird's eye view"</p>	<p>The teacher projects pictures on the LIM, showing some places from above. Students are invited to suggest a definition of this type of viewpoint. In year one children approached the topic quickly, so some remember this type of perspective and with the help of the adult are able to identify its main features. Showing the picture of an eagle's eye the teacher ask students to guess the name of this particular view point, with some guided questions they arrive to a solution and think about why is it called that way. To revise the concept of "bird's eye view" the teacher shows a Power Point presentation where children have to match bird's eye view pictures with their correspondent frontal perspective. Lastly, the teacher draws some elements on the blackboard and ask children to imagine how would we see them from above. In turns, students come to the blackboard to draw the same element from a "bird's eye view point" (example on materials).</p>	<p>Skills</p> <table border="1" data-bbox="1070 165 1413 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - prepositions of place</p> <p>Communicative structures Look at the pictures... Do you remember..? Why is it called "bird's eye view"? Match the pictures.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Matching Game PowerPoint.pptx • FRONTAL VIEW VS AERIAL VIEW.pdf <p>The power point is from the site "Twinkle".</p>	<p>Formative assessment: the teacher assess how children participate and how they try to explain the meaning of bird's eye view.</p>
L	S	R	W								

2	15'	Students will: - match pictures of different locations from a bird's eye view and a frontal perspective.	Children work in pairs: they receive a worksheet showing both bird's eye view and frontal perspective of the same locations, they have to cut out the frontal ones and stick them next to their matching aerial view point.	<p>Skills</p> <table border="1" data-bbox="1070 164 1413 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - view point</p> <p>Communicative structures Match the pictures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Activity Sheet.pdf <p>The activity sheet is downloaded from "Twinkle".</p>	<p>Formative assessment: the teacher observes how students work together and how they communicate to agree with each other.</p> <p>Peer assessment: students give feedback on their partners' answers and ideas.</p>
L	S	R	W								

3	30'	<p>Students will: - create a bird's eye view map of the school's surroundings -represent graphically a familiar environment</p>	<p>Students are divided in the same groups of the of the previous lesson, they have to decide how to represent the surrounding of the school from a bird's eye view. Each group will focus on the same side they have already worked on. They have the example of the poster they created with the flashcard to remember the position of the elements and the worksheet they just did to have some ideas on how to represent the surrounding of the school from above. The teacher provides some white cardboard to create the elements of the environment and a section of the final poster in which they will stick the different objects. The members of the group need to cooperate and discuss to decide how to represent the different objects and elements of the landscape from above.</p>	<p>Skills</p> <table border="1" data-bbox="1070 164 1413 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Name of the elements surrounding the school.</p> <p>Communicative structures - How can you draw a "tree" from above? - Discuss with your group</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• School sections.pdf</p> <p>White cardboard. Felt tip pens and colored pencils. Poster and flashcard from the previous lesson.</p>	<p>Formative assessment: the teacher observes how students cooperate and discuss, she also assess the accuracy on the representation of the elements of the environment. Peer assessment: student help each other and giving opinions and additional ideas to their group mates.</p>
L	S	R	W								

4	15'	<p>Students will: -give reasons on why they decided to represent an object in a certain way. - develop a global view of their surrounding from a different perspective.</p>	<p>The four sides are joined together in a poster, similar to the one made the previous lesson. Then the teacher opens "Google Earth" to see how the school of Tenna is from above. This moment is useful both for students and teacher to verify how well they worked. In my case, this moment opened a discussion about maps and scale drawing, topic that I developed later, starting from the children's questions.</p>	<p>Skills</p> <table border="1" data-bbox="1070 165 1413 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Environment elements Prepositions of place</p> <p>Communicative structures This is the...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>Google Earth on the interactive whiteboard</p>	<p>Self assessment: The teacher ask direct question to the student to help them evaluate how similar their final work is when compared to the actual Bird's eye view of Tenna they found on Google Earth. Formative assessment: the teacher assess how aware students are about the logic behind the bird's eye view point.</p>
L	S	R	W								

5	10'	Students will: - think about their work so far, what they have learned and what they liked the most.	Students receive a worksheet to complete in order to stop and reflect on their learning. The text is half in english and half in italian to support the children's understanding and to grant their autonomy.	<p>Skills</p> <table border="1" data-bbox="1070 165 1413 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - speak, read, write.</p> <p>Communicative structures Think about how you worked in the past lessons. Which activity do you like?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Self assessment_1.pdf 	Self assessment: each student assess how they worked in the group, how well they cooperated and listened to each other ideas.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Inside a house
--------------------	---	----------------------	---	--------------	----------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25'	Children will: - activate prior knowledge on the topic - follow a story - memorize some new words	The teacher propose a story telling activity: Goldilocks and the three bears. Before starting telling the story the teacher present some keywords to make sure children are able to follow her through the reading (Story flashcards). First, she shows the flashcard and waits for the children to try and say the word, if nobody answers she will. After that, the teacher propose a quick memorization game with the flashcards: she places them on a support (in my case the blackboard) and repeats the vocabulary in doing so, then says "close your eyes" and remove a card. Children have to open their eyes and raise their hand to say what's the missing card. The game continues until the teacher is sure that the new vocabulary is clear for the students. Now, the storytelling begins with the help of some prompts: finger puppets	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rooms of the house. Adjectives: tiny, small, big.</p> <p>Communicative structures Close/ Open your eyes. Repeat after me. What's missing?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • story flashcards.pdf <p>The link to the song: link</p>	Formative assessment: The teacher observers how children participate.
L	S	R	W								

some prompts like puppets representing Goldilocks and the three bears and the flashcards. The teacher tells the story to the class, encouraging the participation of everyone in the circle, make the children do some movements (open an imaginary door, knock, sit on the chair, eat from a bowl, walk, sleep on a bed and run in the circle) to mimic the events. After the reading the teacher shows the video of the story in a singing version, stressing specific words/grammatical structure with the use of the body (1,2,3 with the fingers, big/ small with hand gesture). The teacher encourage children to repeat the most important sentences in a melodic way, then divides the group in 3 smaller groups: every group has to repeat a sentence with a different pitch. This is helpful for the prosody of the language, to involve smaller groups, to make the story more understandable for the children.

2	25'	<p>Students will: - Activate prior knowledge. - name the rooms of a western house - connect a furniture to the room where you can find it. - retell a story when a structure is provided.</p>	<p>Retelling: children have to re-tell the story in pairs with the help of a worksheet. Then the teacher ask students if they can name the rooms in which the different scenes take place (they learned the names of the rooms of the house recently in the english curriculum) and other rooms that are not shown in the story. Children raise their hands and come to the board, where they write the room they remember. The teacher then shows pictures of some furniture (flashcard from the english book), some is known some is not, and after naming one, ask students to tell her in which room you can find it and stick the flashcard under it.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Rooms of the house: kitchen, bedroom, bathroom, garden, living room. Vocabulary from the story</p> <p>Communicative structures Where does she eat the porridge? Where does she sleep? Are there other rooms you remember? Where is the bed? the sofa? the toilet? In the...</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • retelling activity_British Council.pdf • furniture_flashcard.pdf <p>Pictures of furnite from the book: Super Wow 3</p>	<p>Formative assessment: The teacher monitors the interactions and the participation and takes into account the prior knowledge emerging to organise the following lessons. The teacher assess the student's process of memorization, concentration and understanding of storylines.</p>
---	-----	---	--	---	---	---	--

3	25'	<p>Students can: - extend a story when a structure is provided. - name the main furniture of a house</p>	<p>The teacher propose to continue the story of Goldilocks imagining her wandering around the house and trying different objects in different rooms. Children work in pairs and write down three examples of possible adaptation of the story, following the same structure of the song. The teacher explains that first they have to choose the room and then a furniture you can find in there: the words they need are all on the blackboard from the previous activity. The teacher walks around the class and check the work, when everyone's finished: each pair chooses one paragraph and reads it to the class, the teacher repeats it using the melody of the song and then invites the class to sing along. The repetition helps children to internalize the structure of the song and the new vocabulary.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Room of the house Furniture</p> <p>Communicative structures When Goldilocks went to the _____ of the bears. A _____ that was big. A _____ that was small. A _____ that was tiny.</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• story extension.pdf</p>	<p>Formative assessment: the teacher observes how the students cooperate to decide how to adapt the story, the pronunciation of the words is assessed too.</p>
---	-----	--	--	--	---	------------------------------	--

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	My dream house
--------------------	---	----------------------	---	--------------	----------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Children will: - revise vocabulary of the previous lesson	Warm up. After greeting the class, the teacher proposes a game with the flashcards presented in the previous lessons: students have to match the flashcards with the name tags of the right room and furniture. Next, on the LIM: students play a vocabulary game where they have to associate the furniture with the correct room of the house. In doing so children revise both the meaning of the words and their location.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rooms and furnitures</p> <p>Communicative structures What is a...? Where can you find it?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> furniture_flashcard.pdf Furniture name tags.pdf LINK quiz Wordwall: link	Formative assessment: the teacher observes if the students remember the core elements of a house.
L	S	R	W								

2	40'	<p>Children will:</p> <ul style="list-style-type: none"> - understand and follow simple directions - create a poster showing their dream house using old megazines. - learn how to represent graphically a familiar environment 	<p>The teacher introduce the main activity: children will create their own dream house and at the end of the lesson every house will be exposed in the classroom. To create their ideal home children will follow some instructions, to make them understandable the teacher creates a power point presentation (Materials). This is helpful because for every step, students can watch the LIM to know what to do and the teacher is free to go around the class and help who needs it the most. This activity is connected with art (to be able to represent an ideal house through paint) and citizenship (to use recycled material to create a poster). When a student finishes its project, he/she can stick it on a wall that is prepared to welcome all the children's houses.</p>	<p>Skills</p> <table border="1" data-bbox="1032 165 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <ul style="list-style-type: none"> - House - rooms and furniture - instructions words <p>Communicative structures</p> <ul style="list-style-type: none"> - you need... - draw... - decorate with... - find magazine pictures of... - glue onto... 	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • Create your dream house.pptx - white cardboard (70x50cm) - green cardboard (70x100 cm) -pencil -paint and paintbrushes -paper plates - scissors and glue - megazines 	<p>Formative assessment</p> <p>The teacher:</p> <ul style="list-style-type: none"> - observes how students follow directions and ask for clarification when needed. - assess how children plan to decorate an ideal house, what elements they find crucial in their home.
L	S	R	W								

3	15'	Revise and wrap up the lesson.	<p>When all the posters are hanging from the wall the teacher proposes a game to revise the vocabulary: guess who. Children have to guess their friend's houses from some clues. The teacher makes some examples to be sure everyone understands: "In my bedroom there is a big computer and a red bed", "in my kitchen there is a blue fridge" and writes the structures on the blackboard, children are familiar with the grammar chunk "There is/there are". To answer, a student raises the hand and points to the correct poster. The teacher needs to remember who sits next to who, in order to avoid neighbors to "cheat".</p>	<p>Skills</p> <table border="1" data-bbox="1032 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - rooms and furniture - colors</p> <p>Communicative structures - There is/are - In my bedroom there is a ...</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>Formative assessment: The teacher observes how students participate, assesses their pronunciation and their knowledge of the vocabulary.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	My dream house (Part 2)
--------------------	---	----------------------	---	--------------	-------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Student will: - revise the name of some furniture - revise the prepositions of place - revise the structure: S-V-O	Students work in pairs and they receive a "student A" and "student B" worksheet representing the frame of a house with the main rooms and furniture. Student A misses some objects and student B some others. Student A has to ask questions to Student B and viceversa, in order to complete the house. The question is: Where is the...fridge? Or... What's next to the bed? Possible answers: The fridge is in the.... Next to the bed there is a lamp. The examples are also written on the blackboard.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary - Furniture - Preposition of place Communicative structures - Where is the...? - The "furniture" is in the "room". - The "furniture" is "preposition" the "furniture".	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • STUDENT A- complete the house.pdf • STUDENT B- complete the house.pdf 	Formative assessment: The teacher observes how students interact and how they use the vocabulary.
L	S	R	W								
2	40'	Children will: - describe a house using the teacher's directions. -	Students are asked to describe the dream house they created during the previous lesson. As a scaffolding the teacher will provide an example of a house (my dream house on materials) and will direct the students to create a simple description, first orally and then in written form. The first	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> • my dream house.jpeg • My dream house_teacher example.pdf 	Formative assessment: the teacher assess how children participate in the
L	S	R	W								

explain the reason why a room is their favorite one.

sentence will be the same for everyone: "In my dream house there are a kitchen, a living room, a bedroom and a bathroom". The teacher will underline the use of "there are" before a list of things. Then, children can describe each room defining the position and the color of the furniture. At the end, they have to express a preference on a specific room and give reasons. For each room the class makes a brainstorming on what they do there and the teacher writes down ideas on the blackboard, translating from L1 if necessary. The description of the teacher's dream house can be found in the materials. After that, each student work on their own description and the teacher walks around the desks and help who needs it. Keeping in mind the children's competences the teacher can support and direct the drafting of the text making suggestions, such as: "you can describe one object for each room", "write only the color of the furniture, not the position" .

Key vocabulary

- there is/ there are - furniture -prepositions

Communicative structures

Help me describe my dream house... In my dream house there are...
What can you do in the kitchen/bedroom...?



Individual work

brainstorming and in the coral description of the teacher's dream house. The teacher observes and evaluate the written work based on the following criteria: Student - can use a text as a model to write a new one - can identify the position of the elements in the space and describe them - can explain a preference by giving simple reasons - is more or less autonomous in doing the work.

3	30'	<p>Children will: - match an image to its description. - identify the criteria to evaluate a project. - reflect on their classmate's work and on their own.</p>	<p>Match the description to the picture: the teacher pick a text and reads it aloud. Children, facing the posters, raise their hand and guess the correct match. If they are correct they can stick the text under or behind the picture. The teacher encourage everyone to participate calling out every student to make hypothesis and give reasons. When all the houses are matched with their description the teacher proposes a final game: they have to choose their favorite house based on some shared criteria, for example: beauty of the pictures, clarity of the description, best favorite room, etc. These criteria are written on the blackboard. To evaluate the projects, children receive a paper strip, on one side they write the name of a classmate, on the other side they note their favorite aspect about his/her work. In doing so, children reflect on everyone's work, highlighting the positive aspects. Each child will receive 12 strips of paper, one's the teacher's, and can evaluate its own activity. Finally, students write the name of their favorite house (they can't write theirs) on a piece of paper and give it to the teacher. The most ranked house receives a golden star as award. The teacher underlines that everyone worked very well and that she is proud of each project, this is just an exercise to make them think more deeply about the subject and learn new tricks for future works.</p>	<p>Skills</p> <table border="1" data-bbox="1122 165 1467 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - adjectives to describe a house</p> <p>Communicative structures Can you find the house? What makes a house your favorite? Why do you like a house? What's important for you? Write down your favorite thing for each project.</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>Formative assessment: The teacher observes if all the students listen and participate to the matching game. Peer assessment: The students give a review on their classmates' houses based on shared criteria. Self assessment: Students are directed into assessing their own progress.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Different environment...different houses
--------------------	---	----------------------	---	--------------	--

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Students will: - activate prior knowledge.	Brainstorming activity in group: how many types of houses do you know? The teacher writes the answers on the blackboard. Then, shows some houses on a power point presentation (from Twinkle)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Types of houses</p> <p>Communicative structures - Where do people live?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> t-t-2544963-types-of-houses-and-homes-powerpoint_ver_2.ppt <p>The power point is from the site "Twinkle"</p>	Formative assessment: participation and attention are evaluated.
L	S	R	W								

2	15'	<p>Students will: - learn about some types of environments on Earth. - learn the difference between house and home. - know and understand the concept of "community of belonging" and the relationship it has with man.</p>	<p>Teacher writes "Different places= different homes" on the blackboard and ask children to discuss in pairs and try to explain the sentence. After 10 minutes, teacher listen to the answers and recast them using L2. To help students, she uses a world map to explain that houses might differ as a consequence of the place they are build in. She also explains the difference between the words "house" and "home" with some examples, in order to help students to arrive to the solution by themselves.</p>	<p>Skills</p> <table border="1" data-bbox="1041 167 1382 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - house and home</p> <p>Communicative structures What's the difference..?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>World map</p>	<p>Teacher assess how students communicate with each other and how they motivate their answers.</p>
L	S	R	W								

3	15'	<p>Students will: - memorize the vocabulary related to different types of environment. - read a short text about different types of houses, related to different environment.</p>	<p>Children work in pairs: teacher distributes a handout with the title "Where do people live?", she asks to look at the pictures and to underline the different places with a red pencil. Later, for each environment, children have to think about a real place in the world, for example: desert- Sahara; snow- Antarctica; river -Amsterdam; city: New York. Google Earth is used to see some real examples.</p>	<p>Skills</p> <table border="1" data-bbox="1041 167 1377 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Places: desert, water, snow, city.</p> <p>Communicative structures - Some people have homes in the desert, - some people have homes on the water, - some people have homes in the snow, - some people have homes in the city. - Where do these people live?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• Where do people live.docx Google Earth</p>	<p>Formative assessment: The teacher observes how students connect the environments presented to real places.</p>
L	S	R	W								

4	30'	<p>Students will: - cooperate to create a poster about typical houses of a certain environment.</p>	<p>Children work in groups of four: they receive some magazines (National Geographic, the "Internazionale" etc) and they have to look for pictures of different types of houses and create a poster with the title "Houses around the world". Each group will have to look for a different type of house and environment and write down the main characteristics. The adult walks around the groups and helps. At the end, there is a presentation from each group.</p>	<p>Skills</p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Types of houses Adjectives about the environment</p> <p>Communicative structures The houses in the desert/ city/ snow/ city are....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>		<p>The teacher observes how students interact.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Houses around the world
--------------------	---	----------------------	---	--------------	-------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Students will: - Know and be able to identify some types of housing in the world. - Match a certain type of landscape with the proper house.	Students sit in a circle, the teacher shows different flashcard representing different types of houses and present their names. After some repetition the teacher propose another pile of pictures of different places and landscapes. Students take turns and try to match each place with the correct housing.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - houses around the world</p> <p>Communicative structures - Let's make a circle - What is it? - Where can you find it?</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		Formative assessment: the teacher evaluate how children participate to the conversation.
L	S	R	W								

2	15'	<p>Students will: - Read and understand a text with the help of pictures of different types of houses.</p>	<p>The teacher hands out a worksheet and students work in pairs: they have to hypothesize the topic of the text, and once they found it, the teacher will ask to read the text together and to circle the unknown words. Then the class read the text together and children can ask question and the teacher helps them understand focusing on the pictures.</p>	<p>Skills</p> <table border="1" data-bbox="1196 165 1541 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary -houses: igloo, houseboat, skyscraper, tent. - world, - house elements and materials: mud, wood, legs, water, concrete, glass, fabric, wooden poles, ground, mud, windows, block of ice. Adjectives: square, small, round.</p> <p>Communicative structures - this is a /an... - it is made of... - it stands on piles... - it has got... -the house floats on the water</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Houses around the world.pdf 	
L	S	R	W								

3	20'	<p>Students will: - Know and be able to identify some types of houses around the world. - Know and understand the relationship between the environment and the characteristics of a house. - Identify the vocabulary related to different types of houses.</p>	<p>The teacher writes on the blackboard, in a column, the words: house on piles, mud house, igloo, houseboat, skyscraper and tent; next to it, on the other column, the nouns: wood, mud, ice, concrete, glass and fabric. The teacher focus the attention of the class on the two lists of words and asks to find the two categories: types of houses and types of materials used for construction. The teacher support a discussion on the fact that the features of houses and the construction materials used are strongly tied to the place where the house is built, the geographic and climatic features of that zone of the world.</p>	<p>Skills</p> <table border="1" data-bbox="1198 167 1541 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Types of house and materials.</p> <p>Communicative structures What's the weather like in..? Why is the roof like that?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>		
L	S	R	W								

4	30'	Students will: - use a search browser to look for pictures, revise how to save and print them.	In the computer room. Children work in pairs and search on the web pictures of different types of houses around the world. The teacher provides a big reproduction of the planisphere. Children stick the pictures on the map, connecting them to their original places.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary World places and houses.</p> <p>Communicative structures Turn on the computer Open Google Chrome Search pictures Save it in your folder Print the pictures</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
---	-----	--	--	--	--	--	--

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	My house is made of...
--------------------	---	----------------------	---	--------------	------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Student will: - Revise the materials and classroom objects	Brainstorming: what materials do you know? Can you say what are this classroom objects made of? The teacher reviews the topic "materials" in an interactive way.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Materials: concrete, wood, glass, fabric, paper, plastic, metal.</p> <p>Communicative structures - The desk/ windows/ bin/book is made of....</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		
L	S	R	W								
2	40'	Student will: - Learn some characteristics of different types of houses	Students work individually: they receive a worksheet with some instructions.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> • My house is made of....pdf 	The teacher observers and assess the students' presentation.
L	S	R	W								

according to the geographical environment they are built in. - Recognize the vocabulary related to the types of rooms, houses and materials used for their construction. - Read, understand and complete a text on the characteristics of the different types of houses.

1) read the text 2) circle with three different colors the first names, the types of houses and the places. 3) complete the text with the materials (connection with technology) 4) draw the type of house in the square The teacher walks around the desks and makes sure that everyone does the exercise properly. Once the first part is over, students can complete the rest of the handout, where they have to write about their house and

Key vocabulary

Materials: concrete, wood, glass, fabric, paper, plastic, metal.
Types of rooms Types of houses

Communicative structures

- My house is made of... - I live in a/an...



Individual work

			draw it. At the end, students take turns to present their house and show their drawing. Students can apply what they've learned during the previous unit and the teacher assess.			
--	--	--	--	--	--	--

3	20'	Students will: Apply what they learned in order to answer to some questions.	Final wrap up and summative assessment. Then, she gives a handout to complete individually.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Materials Houses Weather Communicative structures	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • geog_houses_materials_and_environments.pdf 	Summative assessment: the teacher observes how students work and assess the worksheet.
L	S	R	W								