

CLIL Module Plan

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School	IC Villa Lagarina				
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 checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Scienze naturali	Topic		A focus on nature and plants	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The project will be carried on to the only third class of the small school of Nogaredo. The module is focused on nature, plants and its parts and on the creation of the garden. The activities are divided into outdoor laboratories and tasks promoted with the use of digital tools. For this reason, I chose to plan this learning experience in agreement with my science colleague. We wanted to promote a meaningful and holistic learning, as well as the full participation of all children and a better management of group works. In the class there are 16 students, 9 boys and 7 girls, and in general the environment is calm. This aspect was possible thanks to an intense work of building the group class and promoting the inclusion of a BES child with particular difficulties which requires numerous special attentions. Therefore, in addition to the mathematics and science colleague, during all of the project there will be the educators and the support teacher in the classroom. Although the students are used to working in groups from the first grade, as well as carrying out laboratory activities, it was decided to keep reinforcing positive interactions in a cooperative approach. Furthermore, the practical context in which the activities are inserted will help to fully involve the heterogeneous group of students and to balance the different English skills. Even though there are no students with DSA yet certified, as a team we are monitoring some students who need more attention and support. For this reason, within the group work students will be paired with their classmates in a balanced way. I chose to plan this module in interdisciplinary connection with citizenship education and sustainability as promoted and enhanced in the school year project. Furthermore, this project was also planned in view of the trip to the "Guerrieri Gonzaga" park in Villa Lagarina in May. The aim of this trip is to implement what children have learnt in the project as an authentic and practical task.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Pupils are able to use multimedia supports (such as videos and tools etc...) and the PC in the ICT lab autonomously. Since the beginning of the year they have learnt to use some tools to develop computational thinking, with plugged and unplugged coding, such as the coding cards from the "Cody-Roby" set and Scratch in the JR version. Therefore, they know how to interact with the cards by naming commands and movements in English (e.g. turn left, move forward etc..) as well as the main key words for the code blocks of the platform (e.g. motion block, sprite for the characters etc..). They are able to collect all their works and activities in lapbooks. In this way, they can review what they have learnt during the lessons and keep track of what they have done.</p>	<p>Students are used to working together in small groups or pairs, discussing with their classmates and talking to adults and peers, asking questions and asking for help when needed, using L1 for specific purposes. They have consolidated classroom language over the course of the year, increasingly experimenting with interaction in English, as well as basic linguistic structures (W question, there is/ there are... use of verb to be and to have etc.). They can describe observed phenomena and images (e.g. I can see...) and make hypotheses (e.g. It can be...). Children are familiar with discussioning ideas from brainstorming activities before discovering new topics.</p>

Timetable fit	☉ Module	Length 15 hours
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Description of teaching and learning strategies

My strategies as a teacher to promote meaningful learning in scientific disciplines mainly concern the creation of a welcoming learning environment, favoring Outdoor Education. Here children can experiment freely, make hypotheses, ask themselves questions, analyze phenomena without feeling judged. I use strategies such as brainstorming and Think Pair Share to collect children's ideas, pre-knowledge, questions and observations. I enhance a cooperative approach that promotes the creation of the class group and supports children with fragility through peer tutoring methodology. In addition, I promote particular attention to the children's different learning strategies by proposing diversified activities with multiple incentives (e.g. practical, motor, digital, visual, reflective, etc.) capable of meeting the needs of all students. Furthermore, another strategy that I often use is scaffolding, in the form of visual support, with well-balanced materials in terms of language and content, flashcards and examples that support children in learning. Moreover, I usually incorporate technology in my teaching, using videos, songs and online games (such as learningapps, quizlet, kahoot, wordwall), and Canva to present new topics in more interesting ways, to produce useful and suitable materials and promote playful learning. I upload digital materials, videos and games to the classroom so that children can review what they learnt at school and practice. I promote a positive approach to the differentiation of learning, promoting a formative evaluation, which takes into account the learning process, the on-going observation, the children's products, and the intertwining with peer evaluation and self-assessment, in order to encourage autonomous learning and metacognitive skills.

Overall Module Plan

<p>Unit: 1</p> <p>Natural elements: introduction to the topic</p> <p>Unit length: 1 hour</p>	<p>Lesson 1</p> <p>Nature treasure box</p>
<p>Unit: 2</p> <p>A Tiny Seed: storytelling and cartoon creation</p> <p>Unit length: 4 hours</p>	<p>Lesson 1</p> <p>A Tiny Seed storytelling</p>
	<p>Lesson 2</p> <p>Coding with cards</p>
	<p>Lesson 3</p> <p>Cartoon with Scratch platform</p>
	<p>Lesson 4</p> <p>Group work presentation</p>

Unit: 3

Exploring as scientists: garden and plants' growth

Unit length: 10 hours

Lesson 1

Greenhouse into recycling bottles

Lesson 2

The seed journal

Lesson 3

Games review

Lesson 4

Farmers for a day

Lesson 5

Lapbook creation

Lesson 6

To the park...

Lesson 7

Creative seed bomb labels

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Nature treasure box
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15 min.	To be able to collect, draw and share ideas about nature. To be able to explain thoughts and reasons for their choices, using L1 for this specific purpose. To be aware of how to cooperate in pairs and listen to their peers in the whole group.	The teacher gives each child a post-it asking them to represent their idea of nature with a drawing. Then, students are divided into pairs, with the aim of sharing what they have drawn, and all the reflections related to the concept of nature. By doing this first brainstorming activity children can use L1 to express complex thoughts and reason. At the end of the task, the teacher asks pupils to share the ideas with the whole class, writing down the reflections on the mind map, using the “Mindmeister” platform, highlighting their pre-knowledge.	<p>Skills</p> <table border="1" data-bbox="1160 167 1498 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Nature, environment, feelings etc...</p> <p>Communicative structures T: Pair up with a classmate ... Think about nature and represent the idea on the post-it, then compare with your partner... Listen to others’ ideas... etc... S: I draw ... because... In my opinion ... I chose this definition because... etc...</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	Post-it, crayons, pencils etc... Web site for brainstorming: link	Observe the students while they are working. Check if and how children are interacting in pairs and with all the classmates, sharing their drawing and ideas. Pay attention to how pupils explain thoughts and reasons for their choices, using L1 for this specific purpose, highlighting their pre-knowledge.
L	S	R	W								

2	30 min.	To be able to search and classify natural elements in the garden, starting from the given table. Know the vocabulary of the natural element supported by the pictures into the boxes. To be aware of how to cooperate in pairs.	The activity moves to the garden where the teacher divides the children into the previous pairs and gives each a carton of eggs. Afterwards, the teacher asks the couples to open the box and observe the table with the natural elements to search and collect, making sure they put them in the correct place. Moreover, children have to read, repeat and hypothesize the meaning of the different words, thinking about where they have to search for the different elements. By doing this activity they can use the L1 for specific purposes. Then, the search for objects and the exploration of the garden begins.	<p>Skills</p> <table border="1" data-bbox="1160 167 1498 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Natural elements: rock, grass, shell, seed, stick, flower, leaf, pinecone, clover, feather etc...</p> <p>Communicative structures T: Let's divide into the previous pairs... Now we're moving in the garden... Here you are the egg-box... open the boxes and look for the elements on the table in the garden ... etc... S: Search the... Put it there... give it to me... etc...</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"> • TREASURE HUNT TABLES.pdf <p>Eight egg boxes Canva (to make the materials)</p>	Observe the students while they are working and exploring the garden . Check if and how children are interacting in pairs, searching and classifying the elements in the correct place into the egg-box. Pay attention to how children get familiar with the new vocabulary, reading the visual support and repeating the words.
L	S	R	W								

3	15 min.	<p>To be able to share what they found and identify the smallest element, comparing and contrasting the different sizes. To be aware of how to cooperate in pairs and listen to their peers in the whole group.</p>	<p>Once the activity is over, the children sit in a circle on the grass sharing what they found and how the exploration in nature was. After that, the teacher asks the children to choose the smallest natural element to present to their classmate. During the presentation, pupils compare and contrast the different sizes in order to make the best choice in agreement for the whole group. In this way, children discuss their ideas together in order to discover that the seed is the tiniest element.</p>	<p>Skills</p> <table border="1" data-bbox="1160 167 1500 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Natural elements: rock, grass, shell, seed, stick, flower, leaf, pinecone, clover, feather etc...</p> <p>Communicative structures T: One by one present your discoveries in front of the class... What is the smallest element you found? ... etc... S: We search... we find... the small one is... etc...</p>	L	S	R	W	<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>Observe the students while they are working. Check if and how children are interacting in pairs and with all the classmates. Check if they share their discoveries and ideas, identifying the smallest element. Pay attention to how the pupils compare and contrast the different sizes in order to make the best choice in agreement for the whole group.</p>
L	S	R	W							

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	A Tiny Seed storytelling
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 min.	To be able to remember and narrate the main events of the story in chronological order, by using the new vocabulary and communicative structures. To be able to share ideas about the facts and describe the main characters.	The students make a circle. The teacher sits in the center with the book "the Tiny seed" by E.Carle. The teacher tells the story showing the pictures and new characters. Once the reading is finished, the whole class discusses the story together, highlighting the main events, the characters and the aspects that help or not the growth of the protagonist. At the end of the circle-time activity the children manage to retell the whole story, by using the new vocabulary and communicative structures.	<p>Skills</p> <table border="1" data-bbox="1032 165 1370 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Story vocabulary: seed, wind, mountains, flower, bird, snow, rain, desert, summer, spring, winter, leaf, roots etc...</p> <p>Communicative structures T: What's the main character? What happens? What can you see in this picture? S: In this picture I can see...Before... after... etc...</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	The book "The tiny seed" written by Eric Carle	Observe the students while they are listening to the story. Check if and how children are interacting in the circle-time activity by using the new vocabulary and communicative structures. Pay attention on how the pupils respect their turns, narrate the main event in chronological order, and share ideas about the characters.
L	S	R	W								

2	30 min.	To be able to read and follow the script. To be able to interact with the narrator and the other actors, and interpret the	The teacher divides the students into two groups: the first one with the task of acting out the story, and the second one with the spectators. Then, the teacher assigns the characters to play and gives the group of actors a script	<p>Skills</p> <table border="1" data-bbox="1032 1276 1370 1319"> <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 checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> • THE TINY SEED STORY SCRIPT.pdf <p>Canva (to make the materials)</p>	Observe the students while they are acting and listening to the story. Check if and how children read and
L	S	R	W								

character, focusing on the characteristics and the role in the story. To be aware of how to cooperate during the show as actors, respecting the different roles, and listen to their peers during the performance.

with the story summarized with dialogues. The teacher is the narrator and encourages the children to enter the scene and interact by interpreting the character, focusing on the characteristics and the role in the story. At the same time, the children interact and repeat the sentences together with the narrator by reading small dialogue parts. The two groups of children alternate to allow everyone to experience the roles of the different characters as well as observe the performances of their peers.

Key vocabulary

Story vocabulary: seed, wind, mountains, flower, bird, snow, rain, desert, summer, spring, winter etc...

Communicative structures

T: Split the class in two groups ... change the group... here you are the script: listen and interact with me as a narrator... Ladies and gentlemen, here's the show about the story of a Tiny Seed... Here it comes the ... etc...
S: "I am slow, I am small, I am scared... Please, not so fast! ... Come on! tiny seed you are very small Come on! it will be too late! Hurry up!... etc..."

Individual work

follow the script correctly, as well as if they listen to their peers during the performance. Pay attention on how the pupils interact with the narrator and the other characters interpreting the different roles in a creative, original and correct way.

3	10 min.	To be aware of the feelings experienced during the performance putting their shoes into the characters. To be aware of the acting performance and the importance of the different story's characters and their characteristics.	The teacher gives the children a self-assessment worksheet to complete in order to reflect on their experiences.	<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 Worksheet words: feelings, performance, stage, to interpret etc...</p> <p>Communicative structures T: Complete this worksheet... Think about how the performance was... Focus on how you feel... etc... S: During the activity I feel... I act out the character... etc..</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 STORYTELLING.pdf 	Check if the children are aware of how they have been during these acting and storytelling experiences. In particular the self-evaluation focuses on how they feel like actors and how they perform the different characters.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Coding with cards
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 min.	To be able to give commands through the use of cards and appropriate communicative structures. Know the directions and the main vocabulary of the story. To be able to find the main elements of the story in the flashcards and recreate the sequences in chronological order. To be able to read and check the correctness of the story autonomously. To be aware of how to cooperate in the	The teacher divides the class into two groups, each positioned around one of two different code grids in the hall. The teacher provides each group with a deck of cards from the "cody roby" set and shows some flashcards about the story. Once observed together, the flashcards with the story sequences are positioned in random order within the two code grids. The teacher takes turns choosing a child to play the role of "roby" the robot, while the other members of the group are divided between the "cody" and the controllers. They have the task of guiding "roby" in the step-by-step collection of the different flashcards in chronological order, giving directions using the cards with	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Flashcards words: wind, mountains, flower, bird, snow, rain, desert, summer, spring, winter, right, left, green/red/yellow cards, 1/2/3 steps etc..</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> TINY SEED SEQUENCES.pdf <p>Cody Roby kit: link Canva (to make the materials)</p>	Observe the students while they are working. Check if and how children are interacting with all the classmates, respecting their role. Pay attention on how they give commands and directions in the correct way, putting the cards in order with appropriate communicative structures. Observe the students while
L	S	R	W								

cooperate in the whole group respecting their role with cody and roby different characteristics.

sequences using the cards with the commands. At the end, once all the flashcards have been collected, they turn them upside down and check if, by reading the back of the sequences, the combination corresponds to the story read in the previous lesson.

Communicative structures

T: Split you into two groups... repeat after me the commands and directions... pay attention to the flashcard... check reading the back of the sequences... S: Move forward...one, two steps, turn left... turn right... collect the card.. check on the back... etc..

sequences when they are checking the correctness of the story autonomously. Moreover, check if they can correct themselves when needed.

2	30 min.	<p>To be able to give commands through the use of cards and appropriate communicative structures. Know the directions and the main vocabulary of the story. To be able to find the main characters and aspects that help or not the growth of the protagonist. To be able to read and check the correctness of the characters' function autonomously. To be aware of how to cooperate in the whole group respecting their role with cody and roby different characteristics.</p>	<p>The activity continues with the same structure as the previous unplugged coding game, only changing the flashcards inside the grid. According to this aspect, the new flashcards represent the story characters encountered by the Tiny Seed. Hence, children have to recognize the main characters and aspects that help or not the growth of the protagonist, classifying the flashcards into benefits and downwards. Later, the children have to guide "cody" in collecting only the benefits, keeping in mind to skip the flashcards with the pictures of the downwards. Finally, once all the flashcards have been collected, they turn them upside down and check if there is a "cross" or a "tick" on the back. These two different symbols represents the different category of the benefits and downwards.</p>	<p>Skills</p> <table border="1" data-bbox="1055 167 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Flashcards words: wind, mountains, flower, bird, snow, rain, desert, summer, spring, winter, right, left, green/red/yellow cards, 1/2/3 steps etc..</p> <p>Communicative structures T: Split you into two groups... repeat after me the commands and directions... pay attention to the flashcard... Is it a benefit or a downward for Tiny Seed's growth? Skip the bad cards and collect only the good ones... check observing the back of flashcards S: Move forward...one, two steps, turn left... turn right... collect the card.. check on the back... etc...</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>	<ul style="list-style-type: none"> • BENEFITS AND DOWNWARDS FLASHCARDS.pdf <p>Cody Roby kit: link Canva (to make the materials)</p>	<p>Observe the students while they are working. Check if and how children are interacting with all the classmates, respecting their role. Pay attention on how they give commands and directions in the correct way, putting the cards in order with appropriate communicative structures. Observe the students while they are checking the correctness of the characters' functions autonomously. Moreover, check if they can correct themselves when needed</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Cartoon with Scratch platform
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 min.	To be able to collect, draw and share ideas about the cartoon project, communicating in an effective way. To be aware of how to cooperate in pairs, listen to their peers and give original and creative contributions. To be able to write down ideas and dialogues in order to create a useful draft. To be able to identify the main elements of the story in the flashcards and in the script and take notes in the draft.	The teacher divides the children into pairs. Each pair of students draws randomly one of the flashcards of the story sequences with the text on the back used in the previous lesson. Furthermore, the teacher provides a copy of the script to each child, with the request to reread it carefully together with the text on the flashcards. Once the reading is finished, the teacher asks the pairs to write a draft of the project ideas on a piece of paper, in order to create a cartoon using Scratch platform, its settings and “sprites” as characters. All the pupils bring the outline to the ICT lab using it as a guide during the working on the computer.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Story vocabulary: seed, wind, mountains, flower, bird, snow, rain, desert, summer, spring, winter etc..</p> <p>Communicative structures T: Take one flashcard randomly... Here is the script, take a look... write down some ideas and draw a draft ... etc... S: I think the character can say... add... let’s draw... Do you like it?</p>	<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"> • THE TINY SEED STORY SCRIPT.pdf • TINY SEED SEQUENCES.pdf <p>Canva (to make the materials)</p>	Observe the students while they are working. Check if and how children are interacting in pairs, sharing their drawing and ideas. Check if and how pupils collect and write down all the ideas into a complete and effective draft as a useful guide for the creation of the project on the platform. Pay attention on how pupils identify the main elements of the story to take notes in the draft.
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2	50 min.	To be able to give commands through the use of the code blocks and appropriate	Once in the ICT room, the children follow the draft of the project to build the cartoon step by step. At first, children choose settings and characters by	<p>Skills</p> <p>L S R W</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work	<ul style="list-style-type: none"> • THE TINY SEED STORY SCRIPT.pdf • TINY SEED SEQUENCES.pdf 	Observe the students while they are working. Check if and how
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communicative structures. To be aware of how to cooperate in pairs, listen to their peers and give original and creative contributions. To be able to create dialogues through the cartoon bubbles and write down the sentences respecting grammar tips and coherence to the narration. Know the commands, the Scratch code blocks' names and the main vocabulary of the story.

selecting "sprites", which can be edited as desired by couples to create an accurate and complete story. After that, children create movements using the blue code blocks of the Scratch platform. Then, they add dialogues between the characters and the narrator to tell the story, using the purple "appearance" code blocks. Moreover, the couples create the dialogues writing down the ideas in the cartoon bubbles respecting grammar tips, language and communication structures appropriately and effectively. At the end, the pairs check the entire final code several times by pressing the "green flag" button to make sure it works correctly. If necessary and there is additional time, the pairs of children add further details and try to insert settings that can change the scene and make the cartoon more complex and dynamic.

Key vocabulary

Scratch and characters words: sprites, setting, blue/purple code blocks, seed, wind, mountains, flower, bird, snow, rain, desert, summer, spring, winter etc..

Communicative structures

T: Work in pairs... pay attention to the commands and the correct code blocks... check the correctness of the dialogues comparing the script... S: Move the sprite... hide the character ... talk... add a setting, turn around... hook the blocks together etc...

- Pair work
- Individual work

Computers with Scratch Jr Platform Canva (to make the materials)

children are interacting in pairs on the Scratch platform in the ICT room. Check if the pupils are using the commands and the Scratch code blocks' names in an appropriate way. Pay attention on how they give original and creative contributions in order to create their personal and unique cartoon. Furthermore, check if and how well children write down the dialogues through the cartoon bubbles, respecting grammar tips, sentences' order and the

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Group work presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40 min.	To be able to present what they have done in details, by using the new vocabulary and communicative structures. To be aware of aspects that could be improved on the cartoon, by comparing and contrasting the different works.	The class moves to the ICT room to present the works created with the Scratch platform. The teacher provides each child with a worksheet with guiding questions for self- and peer-evaluation of the other pairs' work. Later, the teacher calls a couple of children at a time to present their sequence of the story, highlighting the "settings" and "sprites" chosen. afterwards, the children read the dialogues and start the cartoon created with the "green flag button". In the meantime, classmates take notes of the presentation, using the questions on the worksheet as a guide and write down some feedback for the other pairs.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cartoon review vocabulary: rating, racking, director, writer, scene etc...</p> <p>Communicative structures T: Let's share the presentation, take notes about ideas and feedback for your peers... How was the project in your opinion? S: We add this sprite.. as you can see... the setting is... the protagonist says... etc...</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	<ul style="list-style-type: none"> CARTOON REVIEW.pdf Computers with Scratch Jr platform Canva (to make the materials)	Check if the children are able to present what they have done in a complete and detailed way, by using the new vocabulary and appropriate communicative structures. Observe the students while they are writing down some notes and feedback in order to check on how they compare and contrast
L	S	R	W								

the works.
Check if they
are aware of
the importance
of highlighting
the positive
aspects, in
order to
improve the
cartoon with
constructive
feedback,
suggestion
and advice.

2	20 min.	<p>To be aware of the feelings experienced during the presentation, and be able to write them down into the worksheet. To be aware of aspects that could be improved on the cartoon, by comparing and contrasting the different works. To be able to share ideas, suggestions and advice with their peers.</p>	<p>Once all the presentations have been completed, the children reflect on the experience and complete the questions relating to self-evaluation and aspects that could be improved on their cartoon. Finally, some volunteers share the most relevant observations, feedback and reflections together.</p>	<p>Skills</p> <table border="1" data-bbox="1131 167 1478 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cartoon review vocabulary: feelings, reflections, rating, racking, director, writer, scene etc...</p> <p>Communicative structures T: How was the activity? What do you think about... Share something about your classmate's presentation... Are there any suggestions or advice? S: I feel... I think that... It is interesting... etc...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• CARTOON REVIEW.pdf Canva (to make the materials)</p>	<p>Check if the children have built awareness on their feelings during the presentation. In particular the self-evaluation focuses on how to compare and contrast the works highlighting the positive aspects, in order to improve the cartoon with constructive feedback, suggestion and advice.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Greenhouse into recycling bottles
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 min.	To be able to read the text and understand the meaning supported by the pictures. To be able to write down the word in the correct place filling the gaps. Know the vocabulary of the list in the word bank. To be able to share hypotheses and collect ideas. To be aware of how to cooperate in pairs and listen to their peers in the whole group.	The teacher divides the children into pairs and gives each student a worksheet describing the processes necessary to plant a seed in a pot. At this time, the teacher asks the pairs to observe the sheet, hypothesize and share its function and its use for the following activities. After that, the students complete the task filling the gaps supported by the corresponding pictures and the word bank on the top of the sentences. At the end of the activity, all the pupils share both the answers and the ideas collected for a functional use of the framework and the new words learned. At the end, kids complete the text correctly with all the steps in order to use it as a useful guide for the practical experience that they will carry out later. By doing so, children consolidate vocabulary linkers and phases, communicating with peers in appropriate and effective ways.	<p>Skills</p> <table border="1" data-bbox="1086 159 1429 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Worksheet steps: finger, water, pot, soil, seeds, hole, finger, plant etc...</p> <p>Communicative structures T: Let's have a look at the worksheet... think about the possible use... read the sentences... complete it in pairs filling the gaps... share your opinion to the whole class... S: Write ... This picture can be... I think that... etc...</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	<ul style="list-style-type: none"> • HOW TO PLANT A SEED WORKSHEET.pdf <p>Canva (to make the materials)</p>	Check if and how well children read the text and understand the meaning supported by the pictures. Pay attention to how students write down the words from the list, filling the gaps in the correct way. Check if pupils are aware of how to collaborate with their partners, collecting hypotheses and ideas in order to share them to the whole group.
L	S	R	W								

2	40 min.	<p>To be able to write the labels with the name of the plants and decorate the bottle in a creative way. Know the vocabulary of different species of seeds. Know the different steps necessary to plant a seed and refresh them with teachers and peers. To be able to use tools and materials in an appropriate way.</p>	<p>The lesson moves to the garden where the teacher asks the children to sit in a circle on the grass. Afterwards, the teacher gives each student a recycled plastic bottle as a pot to make their personal greenhouse. While the teacher prepares the soil and seeds in the center of the circle, the children write their name and decorate the bottle with some permanent markers. Then, the teacher shows the children the steps to plant the seed learned and shared previously. Each child chooses a type of seed to plant among courgettes, beans and sunflowers. One at a time they add the soil, create a hole, insert a seed inside, cover and water. In the meantime, the peers add a label with the name of the plant, created with a toothpick and some cardboard. When everyone has completed the task, they put in order the tools and return to the classroom with their pots.</p>	<p>Skills</p> <table border="1" data-bbox="1086 167 1429 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Gardening vocabulary: soil, hole, seed, greenhouse, watering can, beans, courgette, sunflower etc...</p> <p>Communicative structures T: Let's make a circle... Eyes on me and follow the steps... write your name on the bottle... bring the soil.. create the nameplate for you little plant... etc... S: Can I have some seed? I need more soil ... Give it to me... I bring the watering can... etc...</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>Recycling bottles, seed, soil, permanent markers, toothpick and cardboard, watering can etc...</p>	<p>Observe the students while they are working on their pots. Pay attention to the correctness of the labels written by the pupil as well as the creativity in decorating the bottle. Check if and how children are using the tools and all the materials needed for planting the seeds in an appropriate way. Pay attention to how children refresh the steps learnt while they are planting their own seeds.</p>
L	S	R	W								

3	10 min.	<p>To be able to complete the worksheet drawing their observations and writing down simple reflections. Know the different parts of a plant. To be aware of the importance of making questions if something is not clear.</p>	<p>At the end of the lesson, the teacher presents homework for the following weeks giving all the children an observation worksheet named “The seed journal” in order to note down their own reflections regarding the growth of the plant. In particular, children have to draw the stages and the progress from the seed to the adult plant, highlighting the changes and the new sprouted parts.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Booklet words: sprouted elements, roots, flower, seed, observations, reflections, curiosities, notes etc...</p> <p>Communicative structures T: Let’s have a look at the worksheet... complete with observations and reflection... drive into the box... etc... S: I have a question... Can I draw...? ... I have some ideas... Can I take some notes?</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>• SEED JOURNAL BOOKLET.pdf</p> <p>Canva (to make materials)</p>	<p>Check if children understand how to complete the worksheet. Pay attention to the awareness built by the children towards the importance of making questions if something is not clear. Check if they remember the part of the plant in order to highlight the changes and the new sprouted parts.</p>
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CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	The seed journal
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min.	To be able to complete the worksheet drawing their observations and writing down simple reflections. To be able to share ideas and reflections using language and communicative structures in an effective way. To be aware of how to collaborate in pairs, listening to their peers.	The teacher pairs up the children in order to share their weekly observations transcribed on the "Seed journal" worksheet. Each child shows their partner their drawings and explains some observations, making hypotheses about the growth of the plant. Then, the ideas that emerge from the discussion in pairs are shared with the whole group, in order to compare what has been observed and create a common knowledge starting from the experience.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Booklet words: sprouted elements, roots, flower, seed, observations, reflections, curiosities, notes etc...</p> <p>Communicative structures T: Pair up... Tell your partner what you observed... explain to me ... S: I think... In this picture you can see the seed on day 4... etc...</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	<ul style="list-style-type: none"> SEED JOURNAL BOOKLET.pdf Canva (to make the materials)	Observe how the pupils are working in the pairs. Check if the children have completed the worksheet correctly drawing their observations and writing down simple reflections. Check if the couples share ideas and reflections using language and communicative structures in an effective way. Pav
L	S	R	W								

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attention to
how the pupils
collaborate in
pairs, listening
to their peers,
and share all
the reflections
to the whole
group in order
to create a
common
knowledge
starting from
the
experience.

2	10 min.	To be able to write down in the labels the new part of the plants sprouted. To be able to put the labels in the correct place near the new elements grown. Know the different parts of a plant.	Starting from the observations, the children take their pots and place them on the desk. The teacher gives each student adhesive labels asking them to write the new parts of the plant sprouted and stick them on the bottle in the right place near the new elements grown.	<p>Skills</p> <table border="1" data-bbox="1077 165 1415 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Parts of the plant vocabulary: leaves, seed, roots, stem etc...</p> <p>Communicative structures T: Bring your pots... write on the label the new words... think about your observation... etc... S: I put it here... These are the... There is a little... etc...</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	Adhesive labels, permanent makers etc...	Observe the pupils while they are working autonomously. Check if they remember the different parts of a plant. Check if and how the students write down in the labels the new part of the plants sprouted. Moreover, check if they put the labels in the correct place near the new elements grown.
L	S	R	W								

3	30 min.	Know the different parts of a plant, life cycle and needs. To be able to share what they understood from the videos, highlighting the key words. To	Once the more experiential part of the lesson is concluded, the teacher moves on to systematize the children's new acquisitions. Hence, the teacher suggests that the class watches two videos that explore the following topics in depth: the parts of the plant, the needs of the seed, the key elements necessary for growth and	<p>Skills</p> <table border="1" data-bbox="1077 1211 1415 1254"> <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 <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • VISUAL SUPPORT FLASHCADS.pdf <p>Little seed video: link Life cycle video: link Web site for brainstorming: link Canva (to make the materials)</p>	Check if pupils can share what they understood from the videos, highlighting the key words. Pay attention to the
L	S	R	W								

key words. To be able to explain thoughts and reasons for their choices, using L1 for this specific purpose. To be aware of how to listen to their peers in the whole group, respecting their speaking turn.

elements necessary for growth and the life cycle in its phases. At the end of each video, a moment of discussion opens in which the children identify the key words that the teacher writes by creating a map through the "Mindmeister" platform. Using the map as a guide, the whole group repeats what they have learnt, highlighting the new aspects and trying to explain the different germination phases, using L1 for this specific purpose. During the activity, the teacher supports the children by giving them some flashcards as a visual aid in order to put the phases in the right place and consolidate the vocabulary.

Key vocabulary

Parts of the plant, needs and life-cycle vocabulary:leaves, seed, roots, stem, warmth, air, water, sunlight, germination, seedling etc...

Communicative structures

T: Pay attention to the videos... Tell me what you understand... explain to me ... etc... S: I think... the videos show... the key words are... In this picture I can see... etc...

to the correctness of the vocabulary of different parts of a plant, life cycle and needs. Check if pupils are aware of how to listen to their peers in the whole group, respecting their speaking turn. Furthermore, check if and how the students explain thoughts and reasons for their choices, using L1 for this specific purpose.

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Games review
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 min.	<p>Know the different parts of a plant. To be able to read and recognize the different parts of the plant. To be able to match the label with the correct part sticking it in the right place. To be able to compare and contrast the two boards checking the correctness. To be aware of how to cooperate into the two teams respecting turn and rules.</p>	<p>To revise everything about plants that children have learnt in the previous lessons, the teacher splits the class into two groups. The activity moves to the school corridor, where the teacher has previously pasted two boards to the wall and placed in front of it a series of cards with the parts of the plants written on it. The teacher asks the two groups of children to create two parallel rows as the two teams for the relay race. One at a time, the children have to run to the boards, read the different words and stick them in the right place. Each time, the relay mode changes. For example, running with a spoon with a ping pong ball on it, in pairs with a balloon behind the backs and so on. The game ends when the boards have been completed, checked and compared by the whole class and the teacher.</p>	<p>Skills</p> <table border="1" data-bbox="1115 165 1451 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Parts of the plant vocabulary: Leaf, stem, roots, seed, flower, bud etc..</p> <p>Communicative structures T: Split into two groups... run near the boards... read the label and stick on it... compare the two boards... What are the differences? Are both correct? etc... S: The leaf here... the roots are this part of the picture... Run faster ... come closer etc...</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>• RAIL RACE BOARD AND LABELS.pdf</p> <p>Balloons, spoons and ping pong balls etc... Canva (to make the materials)</p>	<p>Observe the children while they are playing together. Pay attention to how they cooperate, respecting turns and rules. Check if they know the vocabulary of the different parts of a plant. Check if and how pupils can read and recognize the different parts of the plant. Check if the two teams can match the label with the correct part sticking it in the right place. At the end, pay attention to how children compare and contrast the two boards, checking the correctness and explaining the motivation upon their choices if needed.</p>
L	S	R	W								

2	20 min.	<p>Know the life cycle of plant vocabulary and the principal definition of the phases. To be able to recognize the phases from the pictures and the definitions. To be able to match the pictures with the definitions, putting the cards in the correct order. To be aware of how to cooperate in pairs and play the game respecting turn and rules.</p>	<p>The teacher gives to each child the loop game cards with some pictures and definitions. Firstly, every student cuts, colours, and collects all the loop game cards. Then, the teacher divides the class into different pairs in order to give everyone the opportunity to play the game and offer more manches. Using in turns only one set of loop game cards every pairs plays the game, reading and matching pictures with the correct definitions.</p>	<p>Skills</p> <table border="1" data-bbox="1115 204 1451 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Life cycle of the plant vocabulary and definitions</p> <p>Communicative structures T: Cut the different cards.... colour and create your personal set.. play together... match the pictures with definitions... read carefully... etc... S: In the picture I can see... This is a ... etc...</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>• LOOP GAME CARDS.pdf</p> <p>Canva (to make the materials)</p>	<p>Observe the children while they are playing together. Pay attention to how they cooperate in pairs and play the game respecting turn and rules. Check if they know the life cycle of plant vocabulary and the principal definition of the phases. Check if and how pupils can recognize the phases from the pictures and the definitions. Check if they can match the pictures with the definitions, putting the cards in the correct order.</p>
L	S	R	W								

3	20 min.	<p>Know the different parts of a plant, life cycle and needs. To be able to read, label, recognise different parts of a plant. To be able to write down in the correct place the vocabulary filling the gaps. To be able to complete the test effectively using everything they have learnt.</p>	<p>At the end of the lesson, the teacher suggests the evaluation test using the class citizenship education booklet “We are the world 3” - supplied with the exercise book “You and me friends 3”- on page 13. The test is divided into two exercises in order to evaluate different abilities and content vocabulary. The first one requires the children to complete a map writing down the most important aspects to describe a plant, classified into three boxes. The second exercise requires the pupil to read a text, label the words and recognize different parts of a plant. Then, the children have to write down the vocabulary filling the gaps. After the children have finished the test on their own, the teacher assigns the students to check every works done, videos and presentations watched in the Classroom platform as homework. This revised work will be useful for the following lessons.</p>	<p>Skills</p> <table border="1" data-bbox="1115 167 1451 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Test vocabulary: plants are... live.. need... stem, flower, roots, leaf etc...</p> <p>Communicative structures T: Focus on the test... Read and complete the map... use everything we have learnt together... Fill the gaps with the correct word... Let’s check again...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>“We are the world 3” citizenship education booklet, supplied with the exercise book “You and me friends 3” (p. 13)</p>	<p>Observe the children while they are doing the test and check if they complete it effectively using everything they have learnt. Check and evaluate if the children recognise and label the different parts of a plant, filling the gaps. Pay attention to the correctness of the vocabulary written.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Farmers for a day
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40 min.	To be able to recognise the different species and put the new plants in the correct flowerbed. Know the vocabulary of the different plant species. To be aware of the importance of using garden tools in an appropriate way.	The teacher invites the children to line up with their own pots in hand and go downstairs into the garden. Once they arrive, the children sit in a circle on the grass and watch the teacher show the flowerbed spaces in which they will plant the various species. One child at a time, together with the teacher, transfers the seedlings into the corresponding flowerbeds for beans, courgettes and sunflowers. Afterwards, they add new plants purchased by the school and families, creating new spaces in the garden for strawberries, basil and aromatic herbs.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Garden labels: beans, courgettes and sunflowers, strawberries, basil and aromatic herbs etc...</p> <p>Communicative structures T: Eyes on me ... what can we put in this flowerbed? Make a hole with the shovel and put your little there... What kind of plants are these new ones? S: Can I water the plant? ... this is the sunflowers' flowerbed... Can I help you? Plant the little strawberry with me!</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	Shovel, watering can, strawberries, basil and aromatic plants	Observe the students while they are working in the garden. Check if students know the vocabulary of the different species in order to name them correctly while they transfer the plants to the garden. Moreover, check if and how students recognise the different species and put the new plants in the correct
L	S	R	W								

							flowerbed. Pay attention to how pupils build awareness on the importance of using garden tools in an appropriate way and take care of plants.
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2	20 min.	To be able to read and understand the meaning of the labels highlighting the most important fun facts in order to share this information to the whole group. To be able to recognise the different species and insert the correct label near the corresponding plants. Know the vocabulary of the different plant species. To be aware of how to cooperate in pairs and listen to their peers in the whole group.	Once all the small plants have been planted, the teacher divides the children into pairs and gives each of them a cardboard label. Children must read the label, recognize the name of the plant and understand some characteristics and fun facts of the species. Then, the couples share what they have read with another couple and then with the whole group. The teacher then mixes the labels, and distributes them randomly to the pairs. One at a time, they read and recognize the corresponding plants by inserting the stick into the ground near the correct species. Once completed, the whole class checks the work and appreciates the finished garden.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Garden labels: beans, courgettes and sunflowers, strawberries, basil and aromatic herbs etc...</p> <p>Communicative structures T: Pair up... Let's red the label... To which flowerbed corresponds? ... Insert the stick in the soil near the plants ... etc... S: Can I water the plant? ... this is the sunflowers' flowerbed... Can I help you? Plant the little strawberry with me!</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"> GARDEN LABELS.pdf <p>Canva (to makes the materials)</p>	Observe the pupil while they are interacting in pairs. Check if and how students can read and understand the meaning written in the labels, highlighting the most important fun facts. Check if they share this information to the whole group using effective communication structures. Pay
L	S	R	W								

attention to how pupils cooperate in pairs and listen to their peers in the whole group. Furthermore, if children recognise the different species and insert the correct label near the corresponding plants.

CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	Lapbook creation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	60 min.	<p>To be able to remember and collect every activity done during the previous lesson in a lapbook. Know the new vocabulary learnt about plants, its parts and life cycle. Be aware of all the acquisitions learnt during the lessons. To be able to support everyone in trouble, as well as ask for help when needed.</p>	<p>The teacher shows the children the lapbook that they will create, previously assembled with colored cardboard, in order to use it as a guide and model that the children can consult for any doubts. Then, the teacher presents all the necessary elements and the pieces to cut and glue. From the model, every student creates their personal lapbook with all the work done during the lessons. They collect together all the activities done, the vocabulary and the new acquisitions, highlighting and using the information revised during the weekend as homework on the Classroom platform. Putting all the learnings together will be helpful in consolidating language and vocabulary, as well as building awareness of new acquisitions before the school trip.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Watering can, respect environment, bud, seedling, plant's needs, part of the plant vocabulary etc...</p> <p>Communicative structures T: Eyes on me, now we have to create a lapbook.... pay attention to the model... cut off the pictures... fold...glue etc... S: I need help... glue.. cut off... is this correct? Can I help you?</p>	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• LAPBOOK.pdf</p> <p>A3 coloured cardboard, glue, scissors etc...</p>	<p>Observe the students while they are working individually. Evaluate the ability to create a lapbook coherent and complete with all the information, vocabulary, pictures and activities done in the previous lessons. Check if the children can follow the steps from the model, supporting peers and asking for help, suggestions and advice, when needed.</p>
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CLIL Lesson Plan

Unit number	3	Lesson number	6	Title	To the park...
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	4 hours, all the morning	<p>To be able to go to the park "Guerrieri Gonzaga" watch all the plants, compare and contrast the different species. To be able to recognise the part of the plants, their growth and needs while the guide is showing the garden. To be able to collaborate in the manipulative workshop on the natural elements of the garden, in order to create a "seed bomb". To be aware of how to behave during a trip, respect nature and appreciate the beauty of the garden.</p>	<p>The class moves to the "Guerrieri Gonzaga" park in Villa Lagarina, for the educational trip to the garden and the workshop. At first the children listen to the guided tour of the garden, being careful to recognise the part of the plants, their growth and needs. After that, pupils create a "seed bomb" in a workshop, where they have the possibility to create something special from natural elements learnt during the trip and in class. Once back at school, the class stops in the garden to plant one of the "seed bombs" in a new dedicated flowerbed and give it some water. The teacher then gives each student their own work, asking, once shown to the families, to throw the "seed bomb" into nature. In this way, they will be able to contribute to taking care of the planet.</p>	<p>Skills</p> <table border="1" data-bbox="1256 165 1594 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Pay attention to the guide... follow the steps during the workshop etc...</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>Check if the children are interested in the park "Guerrieri Gonzaga" tour. Check if the pupils are behaving correctly during the trip, listening to the guide, respecting nature and appreciating the beauty of the garden. Pay attention on how the class is collaborating during the "seed bomb" workshop, checking if they recognise spontaneously some natural elements learnt in the previous lesson.</p>
L	S	R	W							

CLIL Lesson Plan

Unit number	3	Lesson number	7	Title	Creative seed bomb labels
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30 min.	<p>To be able to create a personal label, adding all the significant elements. To be aware of how to collaborate in pairs on the computers. To be able to share ideas using the appropriate language communicative structures. To be able to write down what they discuss and agree into the framework.</p>	<p>The teacher divides the children into pairs and asks pupils to think about a possible label to mark the flowerbed of the “seed bomb” planted in the previous lesson. Then, the teacher shows the framework of the label as a guide in which children have to put all their ideas and drawings in order. Once the explanation is over, the whole class moves to the ICT room. Then, the couples open the file in the Classroom platform, modifying it creatively as they wish.</p>	<p>Skills</p> <table border="1" data-bbox="1059 165 1400 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Seed bomb labels: fun facts, pictures and photograph etc...</p> <p>Communicative structures T: Open the file on Classroom platform... edit it as you want and add some picture... etc... S: “Write down... Let’s put it there... I think that... I really like ...</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>• SEED BOMB LABEL FRAMEWORK.pdf</p> <p>Canva (to make the materials)</p>	<p>Observe the children while they are working in pairs on the computer. Check if they can collaborate in pairs, interacting and sharing ideas with the appropriate language communicative structures. Check if they can create a personal label, adding all the significant elements and writing down what they discuss and agree into the framework.</p>
L	S	R	W								

2	10 min.	<p>To be able to present their project work, highlighting the most interesting aspects. To be able to express a preference, comparing and contrasting the different works. To be aware of their thoughts and reflections upon all the labels.</p>	<p>The students return to class and the teacher invites the pairs to exhibit their work by projecting it onto the IWB and highlighting the most interesting aspects. At the end of the presentation, the children vote raising their hands for the project they prefer, choosing together which label to print, color and insert in the garden near the flowerbed with the "seed bombs".</p>	<p>Skills</p> <table border="1" data-bbox="1059 165 1400 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Seed bomb labels: fun facts, pictures and photograph etc...</p> <p>Communicative structures T: Listen to your peer's presentation... Pay attention to the different labels... chose the one you prefer... ect ... S: We add this picture because... This is the description... We like this aspect etc...</p>	L	S	R	W	<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"> SEED BOMB LABEL FRAMEWORK.pdf <p>Canva (to make the materials)</p>	<p>Check if the children can present their project work, highlighting the most interesting aspects. Check if the pupils express a preference, comparing and contrasting the different works. Pay attention to how they built awareness of their thoughts and reflections upon all the labels.</p>
L	S	R	W								

3	20 min.	<p>To be able to remember and recollect all the activities done. To be aware of their thoughts and reflections upon all the activities done. To be aware of all the acquisition learnt</p>	<p>At the end of the lesson, the teacher suggests the last activity, giving the children a self-assessment worksheet in order to reflect on the projects done. After giving them some time to complete it, all students have the chance to share to the peers their favourite activity of the</p>	<p>Skills</p> <table border="1" data-bbox="1059 1211 1400 1257"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Feelings, curiosities, classroom language, opinions, reflections etc..</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>	<ul style="list-style-type: none"> FINAL SELF-ASSESSMENT WORKSHEET.pdf <p>Canva (to make the materials)</p>	<p>Check if the students can remember all the works done and have built awareness of their feeling regarding all</p>
L	S	R	W								

acquisition learnt during the lessons. To be able to tell their classmates and the teacher what their favourite activity is, using the correct communicative structures.

their favourite activity of the learning experience.

Communicative structures

T: Complete the worksheet ... pay attention and reflect... what is your favourite activity? Let's share... S: My favourite activity... I like... etc...

the activities. Evaluate the children's ability to reflect upon the learning process. Check if they tell the class their favourite activity, using the correct communicative structures. The self-assessment activity is useful to the teacher in order to rethink and rearrange some activities starting from children's feedback. Moreover, this aspect can be useful to make the activities more challenging, interesting and effective.