

# CORSO CLIL IPRASE 2017-2018



## CLIL Module/Lesson Plan

**Title** Let's discover the materials!

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<b>School Grade</b>	Primary <input checked="" type="checkbox"/>	Middle <input type="checkbox"/>	High <input type="checkbox"/>		
<b>School Year</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Subject :</b>	Technology		<b>Topic:</b>	Materials	
<b>CLIL language</b>	English <input checked="" type="checkbox"/> Deutsch <input type="checkbox"/>				

<p><b>Personal and social-cultural preconditions of all people involved</b></p>	<p>The class group is composed by 24 students, with different origins, social backgrounds, linguistic levels, motivation and abilities. In the group of students there are many foreign children, some of them come from a mixed family, while others have both foreign parents. Some pupils have special needs, which in some cases are based on linguistic difficulties, in others on learning disorders, but with an additional support (for example visual), which is not always necessary, they can well understand the topic of the lesson and can participate.</p> <p>They started studying English two years ago, in the first class. This is the first year of CLIL for them and they study Art, Music and Technology in CLIL.</p> <p>In the classroom there's a IWB and the desks are organized in a traditional way, indeed children are divided into couples. Sometimes, depending on the activity proposed, the composition of the class is changed.</p> <p>The class has six teachers, one of whom is a support teacher, but she is not in class during Technology lesson.</p> <p>Students have different linguistic levels, some of them are more motivated towards the language and in some cases they study English even outside the school. Some of them are very interested in Technology topics, while others don't really like it too but generally they all participate.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	In the previous lesson the students learned what is a material and that there are different types of materials.	<ul style="list-style-type: none"> <li>- In the previous lesson the names of the materials and some characteristics were introduced</li> <li>- To express an opinion "I think..." "In my opinion..." "I like/I don't like..."</li> </ul>

Timetable fit	○ Module	Module length: 29 lessons / 29 hours
	○ Lesson	Lesson length: 1 hour / 60 minutes

<b>Description of teaching and learning strategies</b>	<ul style="list-style-type: none"> <li>- Use of realia in order to give students the opportunity to concretely experience what they are learning. In this way children are more involved and can observe and touch the materials they are talking about.</li> <li>- Pair work: through pair work, students can share ideas and knowledge, they can support each other and learn how to negotiate different points of view.</li> <li>- Individual work to allow children to fix the concepts learned during the lesson.</li> <li>- Plenary at the end of the lesson to help children reflect about what they have learned.</li> <li>- Activities that support class interaction: plenary at the beginning of the lesson to identify materials, plenary at the end of the lesson to reflect about learning process.</li> <li>- Activities that support one-to-one/group interaction: pair activity in which students have to create something; peer assessment in which children have to communicate to give each other feedback.</li> <li>- Content and communication are strictly integrated in each activity. Communication is supported by the use of language structures that are shared by the class and are written on the blackboard and on the students' worksheets.</li> </ul>
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## Overall Module Plan

<p>Unit 1</p> <p>Materials</p> <p>-----</p> <p>Unit length: 2 hours</p>	<p>Lesson 1</p> <p>What are the materials</p> <hr/> <p>Lesson 2</p> <p>Objects made of different types of materials</p>
<p>Unit 2</p> <p>Paper and wood</p> <p>-----</p> <p>Unit length: 5 hours</p>	<p>Lesson 1</p> <p>Visual and tactile characteristics of a sheet of Paper and a piece of trunk</p> <hr/> <p>Lesson 2</p> <p>How paper is made and where wood comes from</p> <hr/> <p>Lesson 3</p> <p>Paper recycling</p> <hr/> <p>Lesson 4</p> <p>Paper reuse: reuse a roll of toilet paper to create an autumn tree</p> <hr/> <p>Lesson 5</p> <p>Individual presentation of the creative work</p>
<p>Unit 3</p> <p>Plastic</p> <p>-----</p> <p>Unit length: 6 hours</p>	<p>Lesson 1</p> <p>Classification of real objects of paper, wood and plastic</p> <hr/> <p>Lesson 2</p> <p>How plastic is made</p> <hr/> <p>Lesson 3</p> <p>3 R's: reuse, reduce and recycle plastic</p> <hr/> <p>Lesson 4</p> <p>Group work: revision of previous topics</p>

	<p>Lesson 5</p> <p>Plastic reuse: reuse the bottom of a plastic bottle to create a snowflake</p>
	<p>Lesson 6</p> <p>Individual presentation of the creative work</p>

<p>Unit 4</p> <p>Fabric</p> <p>-----</p> <p>Unit length: 6 hours</p>	<p>Lesson 1</p> <p>Different types of fabric: wool, cotton, synthetic</p>
	<p>Lesson 2</p> <p>Cotton fabric</p>
	<p>Lesson 3</p> <p>Woolen fabric</p>
	<p>Lesson 4</p> <p>Synthetic fabric</p>
	<p>Lesson 5</p> <p>Reuse of different types of fabric to make an Original creation</p>
	<p>Lesson 6</p> <p>Individual presentation of the creative work</p>

<p>Unit 5</p> <p>Glass</p> <p>-----</p> <p>Unit length: 4 hours</p>	<p>Lesson 1</p> <p>How glass is made</p>
	<p>Lesson 2</p> <p>The characteristics of glass</p>
	<p>Lesson 3</p> <p>Glass recycling</p>
	<p>Lesson 4</p> <p>Reuse of glass: creative ideas and projects</p>

Unit 6 Metal ----- Unit length: 6 hours	Lesson 1 Classification of metal objects and metal objects in everyday life
	Lesson 2 Properties of metals
	Lesson 3 How metal is made and different types of metals
	Lesson 4 Aluminum
	Lesson 5 Iron
	Lesson 6 Metal recycling

## CLIL Lesson Plan

Unit number: 1	Lesson number: 2	Title: Objects made of different types of materials
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	<ul style="list-style-type: none"> <li>- Identify different types of materials</li> <li>- Classify objects based on materials they are made of</li> </ul>	<p>The teacher brings to the classroom a “magic box”, containing objects made of different materials. Students, one at time, catch an object and try to answer the following question: “What material is the ... made of?”. The teacher writes the linguistic structure “It’s made of...” on the blackboard and students have to complete it with the correct material. First the teacher asks the question:</p>	<p><i>Skills</i></p> <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px; background-color: #00FFFF;">L</div> <div style="border: 1px solid black; padding: 2px 5px; background-color: #00FFFF;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <p><i>Key vocabulary</i></p> <p><u>Content Obligatory Language:</u></p> <ul style="list-style-type: none"> <li>- Materials</li> <li>- Paper</li> <li>- Wood</li> <li>- Plastic</li> <li>- Metal</li> <li>- Fabric</li> <li>- Glass</li> </ul> <p><u>Content compatible Language:</u></p> <ul style="list-style-type: none"> <li>- Names of different objects</li> </ul>	<ul style="list-style-type: none"> <li>o <b>Whole class</b></li> <li>o Group work</li> <li>o Pair work</li> <li>o Individual work</li> </ul>	<ul style="list-style-type: none"> <li>- “magic box” containing real objects made of different materials (<u>Annex 1</u>)</li> <li>- blackboard</li> </ul>	<p><b>Formative assessment</b></p> <p>The teacher, through observation, assesses participation, interest of students and the use of language</p>

			<p>“What material is the ... made of?”, then the last student who caught the object asks the same question to another student.</p>	<p><i>Communicative structures</i></p> <ul style="list-style-type: none"> <li>- “What material is the ... made of?”</li> <li>- “It’s made of...”</li> </ul>			
2	30 minutes	<ul style="list-style-type: none"> <li>- Apply the knowledge related to the materials to invent a different object made of one or more materials.</li> <li>- Describe their work</li> </ul>	<p>Students, divided into pairs, have to devise and draw on a sheet of paper an object that doesn’t yet exist, to think about what it could be used for and what material it should be done. Then each couple</p>	<p><i>Skills</i></p> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <p><i>Key vocabulary</i></p> <p><u>Content</u>                      <u>Obligatory</u></p> <p><u>Language:</u></p> <p>Materials names</p>	<ul style="list-style-type: none"> <li>o Whole class</li> <li>o Group work</li> <li>o <b>Pair work</b></li> <li>o Individual work</li> </ul>	<ul style="list-style-type: none"> <li>- Sheets of paper</li> <li>- Worksheet for the peer assessment (<u>Annex 2</u>)</li> <li>- blackboard</li> </ul>	<p><b>Peer assessment</b></p> <p>Each couple expresses a motivated opinion on the work of another couple</p>

		<p>- Give motivated opinion a</p>	<p>shows and describes his work to another couple, to give each other feedback by expressing:</p> <ul style="list-style-type: none"> <li>- if the couple likes or dislike the invented object</li> <li>- the utility of the object</li> <li>- if the material chosen for the object is adequate.</li> </ul> <p>Each couple receives a worksheet to express his opinion through a numerical scale, but orally they have to motivate it to the other couple. On the worksheet there's the linguistic structure for the answer that they have to complete.</p> <p>Students during this activities can use L1 to express their opinion.</p>	<p><i>Communicative structures</i></p> <ol style="list-style-type: none"> <li><u>1. Creation</u> <ul style="list-style-type: none"> <li>- "We can create ... it should be made of..."</li> </ul> </li> <li><u>2. Description</u> <ul style="list-style-type: none"> <li>- "This is our invented object. It's made of... It can be used to..."</li> </ul> </li> <li><u>3. Peer evaluation</u> <ul style="list-style-type: none"> <li>- "Do you like this invented object?"</li> <li>- "I like/don't like it because..."</li> <li>- "Do you think this object is useful?"</li> <li>- "I think this object is/isn't useful because..."</li> <li>- "In your opinion, is the chosen material adequate?"</li> <li>- "In my opinion the material used is adequate/ isn't adequate... I would have used..."</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>o The language structures are written on the blackboard</li> </ul>			
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3	10 minutes	<ul style="list-style-type: none"> <li>- Recall the names of different materials</li> <li>- Describe what an object is made of</li> </ul>	<p>The teacher hands out a worksheet with a word map about materials and six pictures which represent objects made of different materials. Students have to complete it by sticking the images under the corresponding material.</p> <p>Later they have to complete the sentences in order to describe the composition of each object.</p>	<p><i>Skills</i></p> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <p><i>Key vocabulary</i></p> <p><u>Content</u>                      <u>Obligatory</u></p> <p><u>Language:</u></p> <p>Materials names</p> <p><u>Content compatible</u></p> <p><u>Language:</u></p> <p>Objects names</p> <ul style="list-style-type: none"> <li>- Towel</li> <li>- Bottle</li> <li>- Egg carton</li> <li>- Paper clip</li> <li>- Table</li> <li>- Ball</li> </ul> <p><i>Communicative structures</i></p> <p>“What materials are these objects made of?”</p> <p>“The ... is made of ...”</p>	<ul style="list-style-type: none"> <li>o Whole class</li> <li>o Group work</li> <li>o Pair work</li> <li>o <b>Individual work</b></li> </ul>	<ul style="list-style-type: none"> <li>- Individual worksheet (<u>Annex 3</u>)</li> <li>- Images of the objects (<u>Annex 4</u>)</li> </ul>	<p><b>Formative assessment</b></p> <p>The teacher observes the students’ individual work, if they know the names of the materials, if they can recognize the material of which the objects are made and if they can work autonomously.</p>
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4	10 minutes	- Reflect on a learning experience	During a plenary, the teacher asks the children to reflect on what they have learned during the lesson: three new things they now know, if they were interested and what was particularly interesting, what was difficult during the lesson.	<p><i>Skills</i></p> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <p><i>Key vocabulary</i></p> <ul style="list-style-type: none"> <li>- Review of the vocabulary learned during the lesson</li> </ul> <p><i>Communicative structures</i></p> <ul style="list-style-type: none"> <li>- “Can you tell me three new things that you learned today?”</li> <li>- “Today I learned...”</li> <li>- “What was interesting?”</li> <li>- “What was difficult?”</li> </ul>	<p>o <b>Whole class</b></p> <ul style="list-style-type: none"> <li>o Group work</li> <li>o Pair work</li> <li>o Individual work</li> </ul>	/	<p><b>Formative assessment</b></p> <p>Each student reflects on his/her own learning process. The teacher observes the participation during the conversation.</p>
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*Lesson Plan Template realizzato a partire da materiale IPRASE precedentemente elaborato e riadattato con il coordinamento di Ludowica Dal Lago, in collaborazione con l'esperta CLIL Manuela Perini e la consulenza della docente Emanuela Atz per la versione in lingua tedesca.*

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