

Lesson Plan Title: Classful Method (100 minutes lesson)

School High

Year / Class 5

Subject : **Sistemi Automatici** **Topic: Internet working – Classful addressing method.**

CLIL language **English**

Teacher / Teaching team profile **Teacher’s role:** **Main Teacher** **Subject taught:** Sistemi Automatici
 Co-teacher
 Other: _____

Teacher’s role: Main Teacher **Subject taught:** _____
 Co-teacher
 Other: _____

Student group profile (general) **CEFR Level:** A1 A2 C
 B1 B2 C

Experiences of CLIL **Migrant background**
 English mother tongue **Special Educational Needs :** _____
 Other mother tongue **Other:** _____

Timetable fit **Module** **Previous lessons:**
 Lesson

- ISO – OSI reference model; IPv4 and IPv6 address format;

Future lessons: Classless

addressing method

Resources & tools

- Interactive whiteboard;
- Their own device (smartphones, tablets, notebooks or PCs in case the lesson is in a ICT laboratory)
- Ebooks edited by the teacher (<http://www.epubeditor.it/ebook/?static=36007>)
- Virtual notice board: [padlet](#) (to attach workgroup activity)

Students' prior knowledge, skills, competencies

- IPv4 address format;
- how to convert a number from decimal to binary and vice versa;

Subject

- Modal verbs,
- agreeing or disagreeing;
- conditionals;
- subject specific words and verbs : waste, lack, shortage, allocate, assign, allow, support, octect.

Language

Learning Outcomes expected for this lesson

By the end of the lesson, most learners should be able to:

- Identify a class related to a specific IP address;
- Determine the maximum number of hosts of a specific network.
- Determine the amount of network for a specific class.
- Dimension a network to fit a stated number of hosts.
- Suggest an addressing plan based on the classful addressing method;

Differentiation:

Less advanced students should be able to accomplish at least the tasks listed above.

More advanced students in addition to the above tasks, additional challenges could be provided by the teacher such as:

- to create a T-Chart to evaluate advantages and disadvantages of the classful method with particular reference to the growing demand of new IP addresses;
- to produce a flow chart showing the stages they follow to dimension a network;
- to start editing a presentation (they will finish it as homework) on classful addressing, pointing out its advantages and disadvantages and why it hasn't been used since 1993.

Methodology

How the teacher in a particular lesson manages to integrate language and content

Work group: students have to form small groups (max.

4), read a text and talk together in order to answer some questions, solve problems and make evaluations. As homework students have to watch a video and to review the material produced during the lesson. The activity is led by the teacher who walks round the groups and observes, scaffolds, prompts and helps students to achieve the outcomes. As a reference for the whole lesson, students must follow the instructions on the ebook prepared by the teacher.

Activity	Activity aims <i>What is the purpose of this activity of the lesson.</i>	Activity Procedure <i>What will happen during this stage of the lesson</i>	Language Competencies developed	Interaction <i>Whole class, Group work, Pair work Individual work</i>	Materials (please cite all sources) <i>What materials are used during the lesson?</i> <i>Flashcards, pictures, songs, PowerPoint, ICT tools, etc.</i> <i>All materials should be referenced clearly paying attention to the copyright rules</i>	Timing <i>The timing of each activity should be as accurate as possible.</i>	Assessment <i>Assessment tools in relation to the learning outcomes of the lesson</i>
1	Stating and explaining the outcomes and the way the lesson is going to proceed.	The teacher asks the students to form groups and to listen to him and explain what they are expected to do and where to find the ebook to start working.	Listening comprehension	o Wh	Interactive whiteboard	5 minutes	
2	Activating prior knowledges: Warm up activity	Students have to discuss in groups and remember the main aspects of the IP format answering	<u>Explanation, Report:</u> Present tenses, passive forms, technical specialist vocabulary,	o Gro	Interactive whiteboard ebook their own device padlet	10 minutes	Peer assessment: students discuss together and compare their conclusions with nearby

		the queries on the ebook. The teacher observes and monitors the groups' activity.	impersonal pronouns, cause-effect, connectives (because of, as a result)				groups.
3	Getting familiar with the classful method.	In turns, students have to read the text as requested in the ebook and then answer some queries. Students must write down about their group-mates' pronunciation difficulties. Should they show difficulties they may ask the teacher. The teacher observes the activity of the groups, listening and taking notes about language issues arising during the discussion.	<u>READING</u> <u>COMPREHENSION</u> <u>Genres and main features- Explanation, Discussion, Report:</u> see "The TKT Course CLIL Module "- Kay Bentley - Cambridge university press. pages 38-39.	Group of 3 for activity and inter-group or whole class for peer assessment.	Interactive whiteboard ebook their own device padlet	25 minutes for activity + 10 minutes for assessment. Total 35 minutes.	Peer assessment and formative assessment: students discuss and compare their conclusions they can read on the virtual notice board with those of the other classmates. The teacher comments on some results, and prompts groups on how to improve their performance. Peer assessment is led by some questions on the side bar of the ebook.
4	Suggest an addressing plan and learn how to dimension a network	Students have to follow the instructions on the ebook. Then they have to discuss in groups in order to give a solution to the stated problems and queries. The teacher observes the activity of the groups	<u>Explanation, Discussion, Report, instruction/procedure, Proposal:</u> see "The TKT Course CLIL Module "- Kay Bentley - Cambridge university press. pages 38-39.	Group of 3 for activity and inter-group or whole class for peer assessment.	Interactive whiteboard ebook their own device padlet	25 minutes for activity + 10 minutes for assessment. Total 35 minutes.	Peer assessment and formative assessment: students discuss and compare their conclusions they can read on the virtual notice board with those of the other classmates. The teacher

		listening and taking notes about language or content issues arising during the discussion.				comments on some results, and prompts groups on how to improve their performance. Peer assessment is led by some questions on the side bar of the ebook.
5	Evaluate advantages and disadvantages of the classful method	This activity has been presented to all students but only more advanced students are expected to do it. This extra time might be necessary for less advanced students to complete previous activities.	<u>Explanation, Discussion, Report, instruction/procedure, Proposal:</u> see "The TKT Course CLIL Module "- Kay Bentley - Cambridge university press. pages 38-39	o <u>Mo</u>	Interactive whiteboard <u>ebook</u> their own device <u>padlet</u>	10 minutes Peer assessment in group.
6	Homework - Review. Consolidation of Knowledges.	The teacher presents what learners have to do as homework. At home, students have to watch a short video and solve a problem similar to activity 4.	LISTEN COMPREHENSION <u>Explanation, Discussion, Report, instruction/procedure, Proposal:</u> see "The TKT Course CLIL Module "- Kay Bentley - Cambridge university press. pages 38-39.	o <u>Indi</u>	<u>ebook</u>	5 minutes in the classroom and about 20 minutes at home. Self assessment with a simple grid with the learning outcomes and queries about if learners in their opinion can, partially can or can't do the tasks. (see <u>ebook</u> page 6/6)

ALL THE ATTACHED RESOURCES CAN BE ACCESSED ON LINE: JUST CTRL+CLICK ON THE LINK IN THE LESSON PLAN.