

# TKT CLIL LESSON PLAN

<b>Teacher's name</b>	ROSANNA TROTTER
<b>Date</b>	lesson delivery: 23 <sup>rd</sup> May 2015
<b>Time</b>	5 hours (observation 1 hour)
<b>Subject</b>	Geography
<b>Class</b>	4 <sup>th</sup> class, Siror's Primary school
<b>Group profile</b>	<p><b>Strengths:</b>                  There are nine children in this class. This makes it possible for the teacher to know what everyone is doing all the time. Otherwise, it is also possible to divide the class in smaller groups. This class enjoys learning the foreign language. There are two bilingual boys in it: one is Italian-Swahili, the other Italian-Portuguese, both from Africa. A third one is strongly motivated and wants to learn as much as possible. This bright group usually works hard and takes part actively during the lessons. They are respectful and do well at school, so it is easy to teach them.</p>
	<p><b>Weaknesses:</b>                  I see the class twice a week, but only once they are alone. The other one I have them together with the 5<sup>th</sup> class. They are following different programs so I must prepare different materials and teach separately to the two groups. Seldom I manage to work with the whole group.</p>

<p><b>Learning Outcomes</b> (most learners)</p>	<p><b>Most learners should know:</b></p> <ul style="list-style-type: none"> <li>-the difference between weather and climate.</li> <li>-which are the climate's factors and motivate them.</li> <li>-which are the climate's elements and describe them.</li> <li>-which are the different climate zones on Earth and define them.</li> <li>-which are the climatic zones in Italy and their general characteristics.</li> </ul>	<p><b>Most learners should be able to:</b></p> <ul style="list-style-type: none"> <li>-classify simple information.</li> <li>-define different climatic zones</li> <li>-find differences and similitude in climate conditions in different parts of Earth.</li> <li>-recognize the climatic conditions of a place.</li> </ul>	<p><b>Most learners should be aware of:</b></p> <ul style="list-style-type: none"> <li>-importance of sun's energy to the Earth.</li> <li>-great climate differences on different parts of the planet cause all kind of habitat for plants, animals and human beings.</li> <li>-the climate changes due to the environment can cause damage to the ecosystems.</li> </ul>
<p><b>Language items</b></p>	<p><b>FUNCTIONAL LANGUAGE:</b></p> <p>Greetings. Classroom language. Mostly report language (to present and describe a situation using present tenses). Some examples are: Do you know...and answer. Can you repeat it in English? Where is...? Do you like sunny weather? You are right/wrong. Who wants to be the sunray? Is it hot or cold here? How do we measure? Describe the climate conditions in a city.</p>		
<p><b>Final task</b></p>	<p>A multiple choice test (to do in pair).</p>		

<b>Timetable fit</b>	<p>Gradual introduction of the topic to let children get comfortable with the CLIL approach, using code switching when necessary.</p> <p>After the observation lesson, planning could go on with Italian's climate comparing and contrasting different regions.</p> <p>Language could be focusing on comparative forms in sentences like "in Siror is colder than in Rome", and so on.</p>
<b>Anticipated problems and solutions</b>	<ol style="list-style-type: none"> <li>1. First CLIL experience for the teacher. It is hard for me to prevent problems because I am just trying this new CLIL experience in the class. I am not sure I have planned well each step and I might will have to change something.</li> <li>2. First CLIL experience for the children. As I wrote before, this is a very good class, especially in foreign language learning. Otherwise, they never had a Geography CLIL lesson, so I imagine it will be difficult for them to understand all from the beginning. I will start with content they already have done during the previous English lessons (weather) to get them the time to feel comfortable using well known vocabulary. I will help them with pictures, gestures and reformulating simple sentences. I will also use code switching, when necessary.</li> <li>3. There is a dyslexic in the class. She is a very good learner if supported with the tools she needs. I will pay particular attention to read all the texts to her and make sure she feels good during the CLIL experience</li> <li>4. In this class sometimes children are absent for some time due to health problems or family needs. I hope this will not happen during the CLIL experience otherwise it will be difficult to activate cooperative learning tasks and I will have to adapt the activities.</li> <li>5. The IT laboratory is out of use during this period, so I cannot use it with the children for my CLIL lesson. I have to prepare worksheets and work in class.</li> </ol>

<b>Resources &amp; materials to be used</b>	Worksheets Visual organizers (binary key, tree diagram, table, time line...) Loop game Role playing Geography course book globe Materials (pictures and images) from internet
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<b>CONTENT</b>	<b>COMMUNICATION</b>	<b>COGNITION</b>	<b>CULTURE</b>
Geography: -weather and climate; -Climatic zones -climate's factors and elements	-describing weather conditions -describing elements and factors that influence climate on Earth. -interacting with teacher and classmates.	-remembering (weather) -identifying different climatic conditions. -defining climatic zones on Earth -reasoning	-to know some climatic conditions related to Africa and London.

## STAGE 1: introducing CLIL

STEP 1	Aim	Procedure	Materials	Interaction	Timing
Warm up activities	Activating Prior knowledge	Oral interaction; The teacher asks questions to the students to make them feel comfortable. We read together the speech bubbles.	Worksheet n°1	T-S S-T	5
STEP 2	Aim	Procedure	Materials	Interaction	Timing
Recall	Recall all the terms related to the weather	In pairs, children look for all the weather words they remember and they write them into the white box.	Worksheet n°1	S-S	15
STEP 3	Aim	Procedure	Materials	Interaction	Timing
Revision time	The class compares the tables and each one adds eventually missing words.  Activate student's talking time encouraging students to formulate simple sentences.	In turn, each learner comes to the blackboard and writes the weather word chosen. The others look at the spelling and together we remember the meanings.	Blackboard	S-class T-S	15

<b>STEP 4</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Map of Italy; Cardinal points	Introduce new content specific vocabulary: Cardinal points, North, South, East, West, weather forecast, legend	We look at the map; -first, they have to add the four cardinal points in the right place. -then, in pairs, children stick on the map the weather forecast symbols they want. -next, they play at “MY FORECAST”: they have to relate orally on their map (in the different parts of Italy to the others). -finally, they complete the gaps in the sentences.	Worksheet with the map of Italy, n°2, Weather symbols Worksheet n°3, Worksheet n°3 -task	T-S S-class S-S	15
<b>STEP 5</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Plenary time	Reflect about the lesson. Look for new words	Everyone says something about the CLIL lesson (Italian is allowed); the new words are written in a paper and put into a box.	Box, papers	T-S S-class	10

## STAGE 2: weather and climate

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<b>STEP 1</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Recall last lesson	Creating content and motivating children. Repeat specific vocabulary Encourage students to produce orally in L2.	Oral interaction; The teacher asks questions to make sure they remember the concepts and encourage them to answer in English to simple questions. “Where is sunny today, in the South or in the North? Do you like cold weather?”	none	T-S S-T	10
<b>STEP 2</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Introducing the difference between weather and climate	Activate students thinking skills: defining and identifying. Comparing and contrasting. Introducing new vocabulary: long period, few days, year... Scaffolding language.	Using a simple English the teacher shows the meanings for “weather” and “climate”. During the lesson, the teacher might use some code switching to help learners. Every time she does this, she then reformulate in L2. Children can ask using both the languages and are encouraged to guess some English word. The teacher has also prepared a binary key to help learners, and a time line to colour to help understanding.	Visual organizers: -binary key n°4 -time line n°5	T-S	20
<b>STEP 3</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Climatic Zones on	Realize and learn about the different climatic	Looking at the globe the teacher asks questions to check previous knowledge.	Globe Worksheet	T-S S-T	20

Earth	<p>zones on our planet.          Introduce new content specific vocabulary: Polar zone, Temperate zone, Tropical zone, Equator line, and recall general vocabulary: seasons, cold, Earth freezing cold, hot, boiling hot, summer, autumn, spring, winter...          Practice with the language by reading simple sentences.</p>	<p>“This is called Polar zone, do you think it’s cold or hot there? Can you find Italy? Is it very hot here? Where is boiling hot?          Children can answer with simple words.          Then I give them the map and they have to colour the different Zones with the colours I tell them.          Finally, they read the sentences below.</p>	n°6		
<b>STEP 4</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Plenary time	<p>Reflect about the lesson          Look for new words</p>	<p>Everyone says something about the CLIL lesson (Italian is allowed); the new words are written in a paper and put into a box (the word bank).</p>	Box, papers	<p>S-T          T-S</p>	10

### STAGE 3: latitude

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STEP 1	Aim	Procedure	Materials	Interaction	Timing
Loop game	Check learners' understanding. Improve oral production by reading and listening to the classmates.	Teacher gives some words on a paper and definitions on the other. Each child has to cut words and meanings and match them together. They have only few minutes to finish. Then they read aloud to the class.	Worksheets n°7-8	S-class	10
STEP 2	Aim	Procedure	Materials	Interaction	Timing
Look at the globe and say	Encourage students to use simple words and sentences to produce language orally. Encourage students to use cognitive skills like remembering and identifying. Culture (climate in Africa).	The teacher takes the globe, recalls the vocabulary related to the climatic zones by making questions like:” Is it hot or cold? Is it the Polar Zone? How do we call this line? Children should answer quite easily to these simple questions. They also can add information. Two of them are from Africa, (they go back there regularly), and so we talk about their country (Tanzania and Mozambique).	Globe	S-T T-S S-S	10

<b>STEP 3</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Enquiry approach	Developing HOTS (learners thinking skills), using the enquiry approach.	<p>Philips 6x6.</p> <p>In groups, students have to think “WHY” are there the climatic zones on Earth?</p> <p>On a piece of paper the secretary writes all the hypothesis. They can do it in Italian.</p> <p>Teacher gives suggestions drawing the sun with its rays and the Earth on the blackboard. At the end of the time given, we share the ideas. Teacher encourages all the possible ones, but does not give the answer. She suggests a role-play game.</p>	Piece of paper	S-S (in L1) T-S	10
<b>STEP 4</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Role playing	<p>Develop students thinking skills (understanding) by making experience; Make the lesson enjoyable.</p> <p>Introducing new general vocabulary: sun rays, energy, light, heat, large, small, long, and short.</p>	<p>Teacher asks:”Who wants to be the sun?” ”Who wants to be the Earth?”</p> <p>“I also need two sunrays”.</p> <p>The sun stays still, with a tape on the hands.</p> <p>A sunray goes from the sun to the Earth on the North Pole; it moves unrolling the tape.</p> <p>The other sunray moves the same way, but it hits the Earth on the Equator line.</p> <p>We measure the length of the two rays and ...</p> <p>Then we look how the energy hits the planet on the Pole and on the Equator line and we discover...</p> <p>We compare our hypothesis with the experience just made.</p>	Globe, Tape, scissors	S-T T-S	10

<b>STEP 5</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Latitude	Focus on subject content; Let the student feel comfortable using and hearing English language; Opposite adjectives: long- short, large-small.	Read and highlight a simple explanation of climate's factor called LATITUDE. Look at the picture and colour the different parts to make it clear (the copy is only black and white); light blue (cool colour) for the ray with less energy, orange (warm colour) the strong ray.	Worksheet n°9	S-T S-S	10
<b>STEP 6</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
plenary	Feedback on the content.	Everyone says something about the CLIL lesson (Italian is allowed); the new words are written in a paper and put into a box (the word bank).	Box, papers	S-T T-S	10

## STAGE 4: altitude and masses of water

STEP 1	Aim	Procedure	Materials	Interaction	Timing
Activating prior knowledge.	Encourage students to use simple words and sentences to produce language orally. Recall previous subject content to monitor students' understanding.	Brainstorming activity: on the blackboard teacher starts drawing the Earth and she adds what the children suggest in the order they want. They can come and draw the missing items on the board. The activity is over when the picture is complete (with climatic zones, cardinal points), and all the content has been repeated.	None	T-S S-T	10
STEP 2	Aim	Procedure	Materials	Interaction	Timing
Measuring latitude	Presenting new subject content. Discovering how we measure latitude. Support learners understanding by using adapted materials. Practise reading a map (or the globe) to get information.	Using adapted materials, the teacher explains how we measure latitude on Earth and introduces the "degrees". Learners read and try to understand. Then, the teacher makes questions using the globe:" Look for New-York, and tell the class its latitude". Teacher asks the two African boys to show where they come from and what latitude is their town. They complete the final task to check understanding.	Globe, Worksheet n°10, Worksheet n°11	T-S	15

<b>STEP 3</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Open question: altitude	<p>Promote cooperative learning.</p> <p>Developing thinking skills (comparing and contrasting, reasoning) by making open question.</p> <p>Encourage students' communicative skills.</p> <p>Introducing altitude.</p> <p>Improving reading in L2.</p>	<p>Philips 6x6.</p> <p>Teacher wants to make learners think about the climatic zones and asks:” Do you think the climate is the same into the same zone? Could it be different? Can you say why? Children should guess the answer and they can communicate in Italian; the teacher will agree, reformulate in L2 and encourage students to repeat in English.</p> <p>Then we look at the example of the Kilimanjaro mountain, read and complete the worksheet.</p>	Worksheet n°12	<p>S-group</p> <p>S-class</p> <p>S-T</p> <p>T-S</p>	15
<b>STEP 4</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
masses of water	<p>Develop subject content,</p> <p>Adding other climatic factors.</p> <p>Encourage students' communicative skills.</p> <p>Introducing general vocabulary: masses, warmer, sea, air, mild.</p>	<p>Teacher explains there are other factors that influence climate in a Region. For example the masses of water.</p> <p>Looking at the picture, she explains why this is in a simple way. She might have to code switch for a while.</p>	Worksheet n° 13	T-S	10

<b>STEP 5</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Tree diagram	Reorder in a graphic the subject content learned to help students organize ideas.	Children work in pairs. Teacher gives the children a table and the definitions to rewrite in the right place Then, in plenary, they share the results.	Tree diagram n°14-15	S-S	10

**STAGE 5: OBSERVATION LESSON**  
**Climate's elements**

<b>STEP 1</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Recall previous lesson.	Activating prior knowledge. Making the learners comfortable in using English. Repeating content and vocabulary.	Teacher makes questions about the previous lesson in order to check students' knowledge. Then she divides the class into small groups and she asks them to complete the table with the right bubbles just reading and putting the right number in the correct space of the table. While the children read, the teacher checks the groups' working.	Table n°16, Definitions n°17	T-S S-S(in pair) S-class	10
<b>STEP 2</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Enquiry approach	Introducing new subject content: climate's elements. Promoting students' listening and understanding in L2. Developing thinking skills by making open questions.	Teacher asks the children:" How can we describe climate?" She might use some code switching to help them. She waits for answers, and suggests some examples..."Well, how can we say is climate here in Siror. Hot in summer, cold in winter, cool in....yes, right. So, what is important? Do you know other things important for telling about the climate? If they do not guess the answer, the teacher shows them the pictures, so they have a	Picture of thermometer, humidity, precipitations, wind;  definitions	T-S S-T	10

	Reusing vocabulary related to the weather. Introducing some content specific words like precipitations and humidity.	concrete help. At last, learners should know the four climate's elements: temperature, precipitations, wind and humidity. Teacher shows the definitions and a child has to come to the blackboard to match it with the right picture.			
<b>STEP 3</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
task	Activate students' talking time. Check learners' understanding. Promote children's cooperation. Culture: thinking about Africa and its climate.	Teacher asks the students to form groups of two. She gives each group a worksheet with a specific task: they have to look at the map and give information about the climate. While they work, teacher goes between the desks to make sure they are doing well and that they use English all the time. Language support sheet will help them. In a second moment, we share the results.	Worksheet n°19	S-S (in pair) S-class	10
<b>STEP 4</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Loop game	Developing cognitive skills: (Identifying). Developing accuracy and intensive listening skills. Activating students'	Teacher asks the children to form two groups. To each one she gives some domino cards, orange to one, green to the other. Each child has a single card in the hands. Teacher puts one of the cards on the table. The students have to read aloud their card and find the right one to stick next to the one on the table. The game is over when all the cards are on the desk.	Domino cards	S-S (in group)	15

	<p>talking time.</p> <p>Verifying if the children have learned some concepts (formative assessment).</p>	<p>When they have some practice with the game and the definitions, teacher makes two teams. Each team plays with its colour; wins the team that places more cards on the table.</p>			
<b>STEP 5</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Final task (in pairs)	<p>Final task: answering to a multiple-choice test. Verifying if children have learned some concepts (formative assessment).</p> <p>Verifying if the children can read and understand in L2 the questions and the answers.</p> <p>Verifying if the children can work well together.</p>	<p>The teacher gives the children a multiple choice test. They can do it in pairs to understand better (this also helps the dyslexic child).</p>	<p>Test Sheet</p>	<p>S-S (in pairs)</p>	<p>10</p>
<b>STEP 6</b>	<b>Aim</b>	<b>Procedure</b>	<b>Materials</b>	<b>Interaction</b>	<b>Timing</b>
Feedback	<p>Having feedbacks</p>	<p>At the end of the test, there are some more questions related to the activity where learners say what they think about it.</p>	<p>Feedback questions</p>		<p>5</p>