

CORSO CLIL IPRASE 2017-2018



CLIL Module/Lesson Plan

Title

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School Grade	Primary <input type="checkbox"/>	Middle <input type="checkbox"/>	High <input type="checkbox"/>		
School Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Subject :	Geography		Topic:	Tools of geography	
CLIL language	English <input type="checkbox"/> Deutsch <input type="checkbox"/>				

Personal and social-cultural preconditions of all people involved	<p>Twenty students make up the class. There are different levels of competence and there are two students with special needs: one student with dysgraphia and the other has learning difficulties. A student has a migratory background (Pakistan).</p> <p>Some of them are not motivated, they need active methodology and peer learning. The learners are willing to help each other.</p> <p>The class does not have previous experiences with CLIL, but the students are very curious and interested in trying this method.</p> <p>The lesson will be held by the Geography teacher.</p> <p>CEFR: A1-A2</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Knowledge: geographical features: e.g. mountain, hill, plateau, lake, river...</p> <p>Skills: basic map-reading skills</p> <p>Competencies: acquiring geographic information, understanding the organization of a territory using the tools of geography.</p>	<ul style="list-style-type: none"> • Present tense for explanations • Imperative form for instructions • Sequencing connectives for instructions (first, then, now...) • Adjectives • Prepositions of place • Vocabulary for expressing opinions (can be/or) • WH questions • Demonstrative adjectives/pronouns • There is/there are

Timetable fit	○ Module	Module length: 15 hours
	○ Lesson	Lesson length: 2hours

Description of teaching and learning strategies	<p>I sat in on a two-hour lesson in class 1F in “IC Trento 3” and so I decided to plan a two-hour lesson too.</p> <p>In the this lesson, I decided to use a <i>Learning by Doing</i> methodology. This is an approach which involves students in an activity, so they are more motivated and they can integrate their prior knowledge and new skills in an easier way.</p> <p>The groups of students, with the teacher’s support, lead the analysis of geographical features using a constructivist approach. The role of play in the classroom is very important because pupils learn better through the process of active, social construction of information.</p> <p>To this end, they will work in groups. I think that <i>Cooperative Learning</i> is important in order to develop knowledge, competencies and skills related to the emotional and relational sphere of each child, especially in those pupils with socio-cultural disadvantages. This approach allows a perception of “the self” as a competent person. The group of learners work together in order to achieve a common goal. In this way the class is more motivated.</p>
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Overall Module Plan

Unit 1	Lesson 1
What is a map? -----	Characteristics of a map
Unit length 2 hours	Lesson 2
	Types of map
Unit 2	Lesson 1
Distortion -----	The true size of the world
Unit length 2 hours	Lesson 2
	Map legend
Unit 3	Lesson 1
Cardinal points -----	Tools of the geographer
Unit length 2 hours	Lesson 2
	Let’s play with the compass!
Unit 4	Lesson 1
The scale -----	The scale of reduction
Unit length 5 hours	Lesson 2
	Different scales for different information
	Lesson 3
	Measure distance using scale

Unit 5 The global grid <hr style="border-top: 1px dashed black;"/> Unit length 4 hours	Lesson 1 The Earth is like an orange: parallels and meridians
	Lesson 2 How to use parallels and meridians to find a place on a world map.
	Lesson 3 Battleship

CLIL Lesson Plan

Unit number 5	Lesson number 1	Title <i>The Earth is like an orange: parallels and meridians</i>
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 min	Learners have to guess the content of the lesson, and make hypothesis.	<p>1. The teacher gives each student an orange and a marker and tells them not to peel their oranges.</p> <p>2. The teacher asks them to make hypothesis about what the orange could represent.</p> <p>3. The class is divided in small groups.</p>	<p><i>Skills</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">L</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">S</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">R</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">W</div> </div> <p><i>Key vocabulary</i></p> <p>The Planet Earth</p> <p><i>Communicative structures</i></p> <ul style="list-style-type: none"> • Present tense for explanations • Imperative form for instructions • Can be, or 	<p>o Whole class</p> <ul style="list-style-type: none"> o Group work o Pair work o Individual work 	<p>An orange for each student plus one for the teacher.</p> <p>Non-toxic markers.</p>	

5			<p>4. The students have to draw lines halfway between the 45th parallels and the Equator. These lines represent the Tropic of Cancer and the Tropic of Capricorn and are the northern and southern borders of the Tropics.</p>	<p><i>Key vocabulary</i></p> <p>Equator - North-South- North Pole – South Pole – Tropic of Cancer – Tropic of Capricorn- Arctic Circle – Antarctic Circle - Tropics – Polar regions- hemisphere – parallel lines – latitude</p>			
5			<p>5. They draw lines halfway between the 45th parallels and the North and South Poles. These lines represent the Arctic and Antarctic Circles and create the borders of the polar regions of the Earth.</p>				
15			<p>6. The teacher asks the students what they notice about their lines on the oranges; for example that they are parallel and equal distance apart, and explains to the students that these lines are called parallels. The students have to work in small groups in order to create the definition of parallels and to make hypothesis about what their functions are (they can use a table). They have to write the definition and the functions on a piece of paper and the teacher will glue the sheets onto a billboard.</p>				

	10		7. The class, with the help of the teacher, compares the definitions and the hypothesis and creates a complete definition of parallels.	<i>Communicative structures</i> Present tense for explanations Imperative form for instructions Sequencing connectives for instructions Adjectives Prepositions of place Vocabulary for expressing opinions (can be/or) WH questions Demonstrative adjectives/pronouns There is/there are			
3	5	Students will gain a visual understanding of longitude. <u>Knowledge:</u> <ul style="list-style-type: none"> • Label • Define • Identify 	1. The teacher asks the students to peel their oranges. Once everyone has peeled their oranges, she asks them if they notice any natural lines on their “new globe” clearly. They should answer that they can see the section lines of the orange.	<i>Skills</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">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> <i>Key vocabulary</i> Meridians lines – East – West- longitude- International Date Line – Prime Meridian	<ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 		Homework to do: the teacher gives a text to the class concerning longitude and Prime Meridian with a few comprehension questions, in order

15	10	<p><u>Understand:</u></p> <ul style="list-style-type: none"> • Describe • Classify <p><u>Apply:</u></p> <ul style="list-style-type: none"> • Illustrate <p><u>Analyze:</u></p> <ul style="list-style-type: none"> • Compare <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Summarize <p><u>Create:</u></p> <ul style="list-style-type: none"> • Compose a definition • Make hypothesis 	<p>2. The students have to work in small groups and they have to find the differences between parallels and these new lines: the meridians (e.g. these lines run from the North Pole to the South Pole or from the South Pole to the North Pole, all of these lines unite at the poles and they are not parallel...). The students have to create a table that compares the characteristics of meridian and parallel lines. Then they have to draw a globe and to mark parallels and meridians with different colors.</p> <p>3. The class, guided by the teacher, listens to the answers given from each group, compares the definitions and the hypothesis and creates a complete definition of parallels.</p> <p>4. The students have to pick one of the section lines to be their Prime Meridian. They have to locate the meridian on the exact opposite side of their orange. This meridian would be their International Date Line and is 180° East and West of the Prime Meridian.</p>	<p><i>Communicative structures</i></p> <ul style="list-style-type: none"> • Present tense for explanations • Imperative form for instructions • Sequencing connectives for instructions • Adjectives • Prepositions of place • Vocabulary for expressing opinions (can be/or) • WH questions • Demonstrative adjectives/pronouns • There is/there are 			<p>to monitor whether they have learned the vocabulary and the content taught.</p>
	10			8			

4	5		1. At the end of the activity the teacher lets the students eat their oranges.	<i>Skills</i> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>	<div> <div>Whole class</div> <div>Group work</div> <div>Pair work</div> <div>Individual work</div> </div>		
				<i>Key vocabulary</i>			
				<i>Communicative structures</i>			

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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