

## CORSO CLIL IPRASE 2017-2018



## CLIL Module/Lesson Plan

Title

THE SENSE OF SIGHT

|                      |   |                                 |                                  |                               |                             |
|----------------------|---|---------------------------------|----------------------------------|-------------------------------|-----------------------------|
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| <b>School</b>        | Istituto Comprensivo Pergine 1, plesso "Don Milani" |                                 |                                  |                               |                             |
| <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 type="checkbox"/>       | 4 <input type="checkbox"/>    | 5x <input type="checkbox"/> |
| <b>Subject:</b>      | Science   |                                 | Topic: <b>Sight</b>              |                               |                             |
| <b>CLIL language</b> | English <input checked="" type="checkbox"/>         |                                 | Deutsch <input type="checkbox"/> |                               |                             |

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| <b>Personal and social-cultural preconditions of all people involved</b> | <p>The class is a group of 24 learners: 12 boys and 12 girls. There are two foreign ss in the class: one is from Pakistan and the other is Macedonian, both can speak good English. There is also a girl that used to live in England (for two years), she speaks using a very low voice. There's one girl with SEN. Most of the ss are motivated and hard working, however they need to be engaged in different kind of activities. The learning space does not fit the age and the number of the pupils, so managing group work is challenging (6 children per group would be ideal).</p> <p>The ss have been learning English for five years: Science, Geography, Music, Art, P.E. using a CLIL approach.</p> <p>I've been their teacher for three years. I usually co-teach with my Italian or Maths colleagues.</p> |
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| <b>Students' prior knowledge, skills, competencies</b> | Subject  | Language  |
|--|--|---|
|  | <p>Ss have the ability to name the five senses and the parts of the human body.</p> <p>Ss can describe something by seeing a simple videoclip, remember some new words, infer and compare by observing an experiment or from their experience.</p> | <p>Prepositions of place, simple present to describe how something works.</p> <p>Sequencing connectives: (then, next, after that, later).</p> |

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| <b>Timetable fit</b> | o Module | Module length   |
|                      | X Lesson | Lesson length: one Unit of two lessons<br>(about 1 hour each one) |

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| <b>Description of teaching and learning strategies</b> | Task-Based Learning.<br>Pair work and group work.<br>Learning activities connected to expected learning outcomes (“So, after having observed, what do you think is...?”).<br>ICT learning tools (learningapps.org).<br>Choice of media (videoclip to introduce the topic).<br>Materials to support content and language scaffolding (word bank on the board, bold font, explanation of the key words’ meaning in advance, visuals, diagrams).<br>Time managing (told previously).<br>Additional forms of consolidation (direct experience - experiment).<br>Simplify the task or break it into small steps. |
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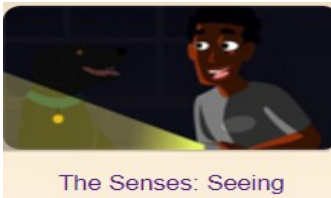


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| <h2>Overall Module Plan</h2> |
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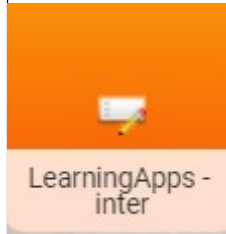
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|---|-------------------------|
| Unit 1<br><br>THE SENSE OF SIGHT<br>-----<br>Unit length: two lessons (about 2 hours) | Lesson 1                |
|   | Parts of the human eye  |
|   | Lesson 2                |
|   | How the human eye works |

## CLIL Lesson Plan

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|---------------|-----------------|-------------------------------|
| Unit number 1 | Lesson number 1 | Title: PARTS OF THE HUMAN EYE |
|---------------|-----------------|-------------------------------|

| Activity   | Timing | Learning Outcomes   | Activity Procedure   | Language   | Interaction   | Materials                                   | Assessment |
|--|--------|---|--|--|---|---|------------|
| <b>1</b><br>Brainstorming about the five senses. | 5'     | Recall previous knowledge about the 5 senses by remembering familiar terms. | The teacher activates prior knowledge:<br>– “Who remembers the meaning of the word <i>sense</i> ?”<br>– “How many <i>senses</i> do we have?”<br>The student that remembers easily tries to answer using a few words or simple sentences.<br>The teacher creates a mind map (using SS’ answers) of the 5 senses and parts of the body on the board. | <i>Skills</i><br><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> | X Whole class<br>Group work<br>Pair work<br>X Individual work | Blackboard, coloured chalk, paper, pencils. |            |
|  | 5'     |   |  | <i>Key vocabulary</i><br>Eyes, nose, tongue, ears, skin, seeing or sight, smell, taste, hearing, touch, numbers.<br><br><i>Communicative structures</i><br>Do you remember what senses are?<br>How many senses do we have?<br>We use our eyes to ..., our ears to ...<br>Who remembers ...?  |   |   |            |

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| <div>2</div> <div>Intoduction to the sense of sight by watching a video.<br/><a href="http://studyjams.scholastic.com">http://studyjams.scholastic.com</a></div> | <div>15'</div> <div>5'</div> | <div>Examine in detail, breaking information into parts by identifying causes and finding evidence.<br/>Ss identify new key words referred to the single parts of the human eye, understand what their functions are and how they work together in order to see.</div> | <div>The children see a selected video about the parts of the human eye and how they work together in order to see.<br/>The first time the teacher stops the video where some key words are highlighted, listening to some children's questions or comments.<br/>The second time without stopping the video.</div> <div></div> <div>(Screenshots from <a href="http://studyjam.scholastic.com">http://studyjam.scholastic.com</a>)</div> | <div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary<br/>Cornea, lens, pupil, iris, retina, optic nerve, brain, light, image, upside down, layer, lining, shrink, projected, hole, focus, see.</div> <div>Communicative structures<br/>So, what are the different parts of the human eye? Who wants to name them? Could you tell me what is the pupil? Can you point to it? What colour can be the iris? Sometimes it gets larger and sometimes doesn't: why? How is the image on our retina? How do we say in English "capovolta"?</div> | <div>X Whole class</div> <div>Group work</div> <div>Pair work</div> <div>o Individual work</div> | <div>A computer, Smart board, Web connection, good audio.</div> | <div>Multiple choice exercise at the end of the video (7 questions).</div> <div></div> <div>(Screenshot from <a href="http://studyjams.scholastic.com">http://studyjams.scholastic.com</a>)</div> |
|--|------------------------------|--|--|--|--|---|--|

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| <p><b>3</b></p> <p>The students try to memorise the new vocabulary referred to the single parts of the eye and give definitions of them thinking about their location and function.</p> | 20' | <p>Remember the different parts of the eye and where they are located. Explain the parts of the eye and their function.</p> | <p>Each learner, at first on their own, and then in pairs, labels a diagram of the human eye using some given words written first on the board by the teacher and then cutting them out from a worksheet with a simple definition. Afterwards they have to share what they remember about the video and the task they've just done. The girl with SEN could work with a classmate (for the first step: labelling).</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><br/>Cornea, lens, pupil, iris, retina, optic nerve, brain, light, image, upside down, layer, lining, shrink, projected, hole, see, focus.</p> <p><i>Communicative structures</i><br/>What is the...?<br/>Where is the...?<br/>Can you identify the different parts of...?</p>                          | <p>○ Whole class</p> <p>Group work</p> <p>X Pair work</p> <p>X Individual work</p>   | <p>A blank paper sheet with the diagram of the human eye, labels of the words and their definitions, glue stick, scissors.</p> <p><i>Attachment 1_Grid A</i></p> <p><i>Attachment 2_Worksheet 1</i></p> | <p>Pair assessment (<b>see <i>Attachment 1_Grid A</i></b>) after exchanging worksheets. They look at each other's paper and share ideas.</p>   |
| <p><b>4</b></p> <p>Check the previous task by using the Smart Board.<br/><a href="https://learningapps.org">https://learningapps.org</a></p>  | 10' | <p>Recall the key words.</p>  | <p>Students do a “multiple choice” activity and practice the learnt vocabulary. As a teacher, you must create the App in advance.</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><br/>Cornea, lens, pupil, iris, retina, optic nerve, brain, light, image, upside down, layer, lining, shrink, projected, hole, see, focus, pin.</p> <p><i>Communicative structures</i><br/>Can you name, list...?<br/>Choose, select, point...<br/>Can you explain how...?<br/>Look at the diagram.</p> | <p>X Whole class</p> <p>○ Group work</p> <p>○ Pair work</p> <p>○ Individual work</p> | <p>A Smart board, Internet connection, a coloured diagram of the human eye, create the App in advance.</p>  | <p>Multiple choice exercise.</p>  <p>(Screenshot from <a href="https://learningapps.org">https://learningapps.org</a>)</p> |

*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.*

Questa iniziativa è realizzata nell'ambito del Programma operativo FSE 2014 – 2020 della Provincia Autonoma di Trento grazie al sostegno finanziario del Fondo Sociale Europeo, dello Stato italiano e della Provincia Autonoma di Trento

La Commissione Europea e la Provincia Autonoma di Trento declinano ogni responsabilità sull'uso che potrà essere fatto delle informazioni contenute nei presenti materiali



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|--|-----|--|---|---|---|---|
| 2<br>Discussion about similarities and differences between the camera and the human eye. | 10' | Make inferences and find evidence between the human eye and the camera function. | The teacher asks questions about the experiment and writes some useful vocabulary on the board. A camera and a human eye's diagram is projected on the Smart Board to compare them. | <p><i>Skills</i></p> <div>L S R W</div> <p><i>Key vocabulary</i><br/>Camera, magnifying lens, box, tracing paper, opening, cardboard tube, object, upside down, focus, sharp, coloured, brain, retina, messages, optic nerve, send.</p> <p><i>Communicative structures</i><br/>What does the magnifying lens stand for in the human eye?<br/>The tracing paper?<br/>What happens to the image? How do you see it?</p> | <p>X Whole class<br/>Group work<br/>Pair work<br/>o Individual work</p> | Board, chalk, LIM, human eye vs camera diagram. |
|--|-----|--|---|---|---|---|





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