CLIL Module Plan

Author(s)	Cristina Visentin			
School	IC Pergine 2 - Scuola Primaria "G. Rodari" Pergine Valsugana			
School Grade	⦿ Primary	○ Middle		○ High
School Year	○ 1	○ 2	⦿ 3	○ 4	○ 5
Subject	Scienze	**Topic**		Plants
CLIL Language	⦿ English		○ Deutsch	

Personal and social-cultural preconditions of all people involved	There are three class III (A-B-C) at scuola primaria Rodari. They have mixed groups of students coming from different socio-cultural backgrounds. The majority of the families are local. In class III A there is a fifth of the students with migratory background (Morocco, China, Eastern Europe). There is a fourth of the learners with special needs (1 psycological area, 2 cognitive area, 2 cultural disadvantadge). The learning space is adequate and well organized. Fifty percent of the learners have high level competencies and the entire group is very motivated to learn. Non-CLIL lessons aren't generally cathedractical and students are used to easily switch to group or pair work during all the lessons (of course Clil lessons included). In class III B there is a third of the students with migratory background (Morocco, South America Eastern Europe). There is a fourth of the learners with special needs (1 psycological area, 3 cognitive area, 1 cultural disadvantadge). The learning space is adequate and extremelly well organized. More than fifty percent of the learners have high level competencies and generally speaking the group is motivated to learn. Non-CLIL lessons aren't generally too cathedractical and students are used to easily switch to group or pair work during all the lessons (of course Clil lessons included). In class III C there is almost half of the students with migratory background (Morocco, China, Eastern Europe). There is a fifth of the learners with special needs (1 psycological area, 3 cognitive area, 2 cultural disadvantadge). The learning space is adequate and well organized. Fifty percent of the learners have high level competencies and the entire group is very motivated to learn. Non-CLIL lessons are generally very cathedractical but students are getting used to easily switch to group or pair work during all the lessons. The length of every lesson is 50 minutes, and CLIL teachers have two lessons in a row once a week. There are several specific clas

Students' prior knowledge, skills, competencies	Subject	Language
	living and non living things; differences. The life cycle. Basic plants classification concepts.	Listening and Reading: associate a word to a meaning, figuring out the meaning of the sentences from known keywords, basic reading out loud. Speaking: repeating teacher's pronunciation when asked; use simple structures to interact in guided activities; Writing: write single words or a group of words. Content vocabulary related to: living and non living things, life cycle, basic plant classification English vocabulary related to: classroom BICS (everyday objects...) Grammar forms and structures experience: basic knowledge of present simple and positive form, negative and interrogative forms when reading stories and asking questions.

Timetable fit	◉ Module	Length 20 lessons (50' each)

Description of teaching and learning strategies	The content of every lesson is summarized in a pre-made worksheet given to every student, which aims to be a sort of CLIL activity book. The tasks are introduced by the teacher. The studends can then read the task out loud or individually. After this introduction, completing the task is up to the students, who can call the teacher anytime for additional help. The teacher also helps students with time management, which is specified on the worksheet as well. In order to better develop critical thinking and cooperative skills, every task is designed to stimulate a constructive discussion between them after the identification of keywords / key items of a question or a performance request. Students are guided by the teacher and the elements in the worksheet in recalling their scientific pre-knowledge and applying the new information next. Groups and pairs are generally formed by the teacher paying attention to the cognitive and learning skill levels of the students, in a setting of mutual help for achieving the designed goals and developing content and cross-curricular competencies. In some occasions, groups must choose a reader or decide the turns for doing a specific part of the task; this is important to foster and encourage communication along with life skills. In the final unit students have to self and peer-assess themselves. Content specific vocabulary is introduced gradually, focusing on the concept. In addition, to scaffold that recurrent new vocabulary which is too far from its Italian counterpart (e.g. assessment), several posters have been created to provide visual support; besides that, new terms are scaffolded within the worksheet or by the teacher, using body language or doodling. Some other tasks require to watch carefully videos which support learning. Some lesson counts brief individual tasks to complete at home, in order to allow a higher students' degree of comprehension of the main introduced concepts. The teacher's assessment of every task is manage

Overall Module Plan

Unit: 1 Importance of plants **Unit length:** 4 lessons (50' each)	**Lesson 1** Are plants important? part I
	Lesson 2 Are plants important? part II
	Lesson 3 Are plants important? part III
	Lesson 4 Plants are important

Unit: 2 Different Plants **Unit length:** 1 lesson (50')	**Lesson 1** Differences between plants and needs of the plants

Unit: 3 Parts + functions of the plants **Unit length:** 3 lessons (50' each)	**Lesson 1** Name the different plant parts and hypothesize their functions
	Lesson 2 Investigation; function of the leaf
	Lesson 3 Investigation: the perfect spot for my plant

Unit: 4 Parts + functions of the flower **Unit length:** 3 lessons (50' each)	**Lesson 1** Spotlight on flower parts
	Lesson 2 Pollination process
	Lesson 3 The flower through a magnifying lens

Unit: 5 Photosynthesis **Unit length:** 3 lessons (50' each)	**Lesson 1** Photosynthesis Part I
	Lesson 2 Photosynthesis Part II
	Lesson 3 Photosynthesis Part III

Unit: 6 Assessment (Self/Peer/Team) **Unit length:** 6 lessons (50' each)	**Lesson 1** How do I assess?
	Lesson 2 Self assessment
	Lesson 3 Self assessment
	Lesson 4 Peer assessment
	Lesson 5 Team work assessment
	Lesson 6 Team work assessment

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Are plants important? part I

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 lesson (50') | LOTS tell, identify, define Compare and contrast HOTS Reason, synthesize LIFE SKILLS Effective communication Negotiation | Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task itself and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (in this first lesson he won't be asked to specifically use a "vocab sentence mat". In future lessons and tasks it will be provided on consistent basis to encourage, enhance and support S. production) | **Skills**

| L | S | R | W |

Key vocabulary
Plant/Plants oxygen carbon dyoxide air breathe nutrition protection production

Communicative structures
Plants are important because ... We need plants because ... I think that... If we don't have plants we can't have... | ▣ Whole class
☐ Group work
▣ Pair work
▣ Individual work | • U1_L1_ALL4.odt
• U1_L1_ALL1.odt | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Are plants important? part II

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS tell, identify HOTS Reason, creative thinking LIFE SKILLS Effective communication Listening skills Negotiation	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulate questions	**Skills** L S R W **Key vocabulary** see vocab and sentence mat on the worksheet **Communicative structures** see vocab and sentence mat on the worksheet	▣ Whole class ☐ Group work ▣ Pair work ▣ Individual work	• U1_L1_ALL4.odt • U1_L2_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Are plants important? part III

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, identify, define. Compare and contrast. HOTS Reason, synthesize, creative thinking LIFE SKILLS Effective communication Active listening Negotiation	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate - actively watches the video - formulate questions	**Skills** ☒ L ☒ S ☒ R ☒ W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	☒ Whole class ☐ Group work ☒ Pair work ☒ Individual work	• U1_L1_ALL4.odt • U1_L3_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Plants are important

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, identify, define Compare and contrast HOTS Reason, creative thinking LIFE SKILLS Effective communication Listening skills Negotiation Time management	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	**Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	▣ Whole class ▣ Group work ▣ Pair work ▣ Individual work	• U1_L1_ALL4.odt • U1_L4_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Differences between plants and needs of the plants

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, identify, compare and contrast rewiew HOTS Reason, suggest, suppose LIFE SKILLS Listening skills Negotiation	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given vocab sentence mat) - formulates questions	**Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	☑ Whole class ☐ Group work ☑ Pair work ☑ Individual work	• U1_L1_ALL4.odt • U2_L1_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Name the different plant parts and hypothesize their functions

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, rewiew HOTS Reason, synthesize, creative thinking, suggest, decide, imagine, suppose LIFE SKILLS Effective communication, listening skills, negotiation, time management, persuasion	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat" - actively watches the video - formulates questions	**Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	◨ Whole class ◨ Group work ◨ Pair work ☐ Individual work	• U1_L1_ALL4.odt • U3_L1_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Investigation; function of the leaf

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, compare and contrast, rewiew HOTS Reason, synthesize, creative thinking, suggest, decide, suppose LIFE SKILLS Listening skills, negotiation, critical thinking	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions	**Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U1_L1_ALL4.odt • U3_L2_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Investigation: the perfect spot for my plant

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 lesson (50') | LOTS Remember, tell, name, identify, define, compare and contrast, rewiew HOTS Reason, synthesize, creative thinking, suggest, decide, imagine, suppose LIFE SKILLS Effective communication, listening skills, negotiation, social perceptiveness, critical thinking, creative thinking/lateral thinking, time management, persuasion, decision making, problem solving | Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions | **Skills**

 L \| S \| R \| W

 Key vocabulary
 See vocab and sentence mat on the worksheet

 Communicative structures
 See vocab and sentence mat on the worksheet | ▣ Whole class
 ▣ Group work
 ☐ Pair work
 ☐ Individual work | • U1_L1_ALL4.odt
 • U3_L3_ALL1.odt | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number		4	Lesson number		1	Title	Spotlight on flower parts

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, compare and contrast, rewiew HOTS Creative thinking, suggest, decide, imagine LIFE SKILLS Empathy, coordination, mentoring, effective communication, listening skills, negotiation, social perceptiveness, time management, persuasion, decision making	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions	**Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	☐ Whole class ▣ Group work ▣ Pair work ▣ Individual work	• U1_L1_ALL4.odt • U4_L1_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number		4	Lesson number		2	Title	Pollination process

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, rewiew HOTS Reason, synthesize, creative thinking, suggest, decide, imagine, suppose, hypothesize LIFE SKILLS Listening skills, critical thinking, time management	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	**Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	▣ Whole class ☐ Group work ▣ Pair work ▣ Individual work	• U1_L1_ALL4.odt • U4_L2_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	The flower through a magnifying lens

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, rewiew HOTS Reason LIFE SKILLS Listening skills, negotiation	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions	**Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	◉ Whole class ☐ Group work ◉ Pair work ◉ Individual work	• U1_L1_ALL4.odt • U4_L3_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Photosynthesis Part I

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, compare and contrast, rewiew HOTS Reason, hypothesize, synthesize, creative thinking, suggest, decide, imagine, suppose LIFE SKILLS Effective communication, listening skills, negotiation, critical thinking, persuasion	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	**Skills** **L** **S** **R** **W** **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U1_L1_ALL4.odt • U5_L1_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	Photosynthesis Part II

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, define, rewiew HOTS Reason, hypothesize, suggest, decide, suppose LIFE SKILLS listening skills, active communication, critical thinking, time management, team working	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	**Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	☑ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U1_L1_ALL4.odt • U5_L2_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	5	Lesson number	3	Title	Photosynthesis Part III

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 lesson (50')	LOTS Remember, tell, name, identify, rewiew HOTS Reason, synthesize, suggest, decide LIFE SKILLS Effective listening, critical thinking, time management	Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions	**Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet	◉ Whole class ☐ Group work ◉ Pair work ◉ Individual work	• U1_L1_ALL4.odt • U5_L3_ALL1.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks.

CLIL Lesson Plan

Unit number	6	Lesson number		1	Title	How do I assess?

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 lesson (50') | LOTS define, compare and contrast, rewiew HOTS Reason, creative thinking, suggest, decide, imagine, suppose LIFE SKILLS Effective communication, active listening, negotiation, critical thinking, decision making, self awareness/mindfulness | Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions | **Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet | ▣ Whole class ☐ Group work ▣ Pair work ▣ Individual work | • U1_L1_ALL4.odt • U6_L1_ALL1.odt | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	6	Lesson number	2	Title	Self assessment

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 lesson (50') | LOTS identify, define, compare and contrast, rewiew HOTS Reason, synthesize, decide Problem solving, critical thinking LIFE SKILLS Effective communication, active listening, negotiation, persuasion, decision making, Self awareness/mindfulness | Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions | **Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet | ☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work | • U1_L1_ALL4.odt • U6_L2_ALL1.odt | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	6	Lesson number		3	Title	Self assessment

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 lesson (50') | LOTS identify, define, compare and contrast, rewiew HOTS Reason, synthesize, decide, critical thinking LIFE SKILLS Effective communication, active listening, critical thinking, decision making, Self awareness/mindfulness, presentation skills, organization | Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions | **Skills** L S R W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet | ▣ Whole class ☐ Group work ☐ Pair work ▣ Individual work | • U1_L1_ALL4.odt • U6_L3_ALL1.odt | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	6	Lesson number	4	Title	Peer assessment

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 lesson (50') | LOTS define, compare and contrast, rewiew HOTS Reason, synthesize, creative thinking, suggest, decide, imagine, Critical thinking/perspicacity LIFE SKILLS Effective communication, active listening, negotiation, social perceptiveness, persuasion, empathy, equanimity, presentation skills, mentoring, team working | Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions | **Skills**

 L \| S \| R \| W

 Key vocabulary See vocab and sentence mat on the worksheet

 Communicative structures See vocab and sentence mat on the worksheet | ▣ Whole class
 ☐ Group work
 ☐ Pair work
 ▣ Individual work | • U1_L1_ALL4.odt
 • U6_L4_ALL1.odt | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	6	Lesson number	5	Title	Team work assessment

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 lesson (50') | LOTS identify, define, compare and contrast, rewiew HOTS Reason, hypothesize, synthesize, creative thinking, suggest, decide, imagine, suppose, creative thinking/lateral thinking, critical thinking/perspicacity LIFE SKILLS Effective communication, active listening, negotiation, social perceptiveness, time management, persuasion, self awareness/mindfulness, empathy, equanimity, presentation skills, organization, mentoring, team working | Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - actively watches the video - formulates questions | **Skills**

 L S R W

 Key vocabulary
 See vocab and sentence mat on the worksheet

 Communicative structures
 See vocab and sentence mat on the worksheet | ▣ Whole class
 ▣ Group work
 ▣ Pair work
 ▣ Individual work | • U1_L1_ALL4.odt
 • U6_L5_ALL1.odt | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	6	Lesson number	6	Title	Team work assessment

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 lesson (50') | LOTS identify, define, compare and contrast, rewiew HOTS Reason, hypothesize, synthesize, creative thinking, suggest, decide, imagine, suppose, problem solving, creative thinking/lateral thinking, critical thinking/perspicacity LIFE SKILLS Effective communication, active listening, negotiation, social perceptiveness, time management, persuasion, self awareness/mindfulness, empathy, equanimity, presentation skills, organization, mentoring, team working | Teacher's role: - T. facilitates comprehension of the main topic and of each specific task - after explaining the goal and the task, the teacher reads the task and encourages the students to read Student's role: - listens to the T. introduction and explanation - reads the task - writes his/her ideas - shares his/her ideas with his/her classmate (by using the given "vocab sentence mat") - formulates questions | **Skills** L \| S \| R \| W **Key vocabulary** See vocab and sentence mat on the worksheet **Communicative structures** See vocab and sentence mat on the worksheet | ▣ Whole class ▣ Group work ☐ Pair work ▣ Individual work | • U1_L1_ALL4.odt • U6_L6_ALL1.odt | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the scientific competencies, the language skills the and life skills developed during the lesson tasks. |