

<b>Teacher's name</b>	Endrizzi Fabiana			
<b>Date</b>	26 <sup>th</sup> May 2015			
<b>Time</b>	50 minutes (warm-up lesson)			
<b>Subject</b>	History			
<b>Class</b>	5 D			
<b>Group profile</b>	<b>Strengths:</b> the class is very motivated and interested in new topics			
	<b>Weaknesses:</b> six children in the class of 20 have learning difficulties			
<b>Learning Outcomes</b> (most learners)		<b>To know</b>	<b>To do</b>	<b>To be aware of</b>
	<b>Content</b>	<p>The names of houses</p> <p>The names of rooms</p>	<p>Put into a picture the different rooms' name</p>	<p>Reasoning: thinking about the different rooms</p>
	<b>Communication</b> Vocabulary: Structures: Functions:	<p>Villa, flat, terraced house, big, small, large, high/tall, short, rooms, floors, kitchen, living room, dining room bedroom, bathroom, toilet, garden, garage.</p> <p>Where do you live? I live in a.... What's your house/flat/villa like? My....is.... What is there? How many rooms are there? There is/ are a....in my... This is a...</p> <p>to describe a house</p> <p>to identifying the different houses</p>	<p>To listen to information about houses</p> <p>to match labels with right rooms (pictures/words)</p> <p>to describe a house (sentences with the labels)</p>	<p>Classifying: Houses' types</p>
	<b>Cognition Skills:</b>	Identifying: houses in my town	defining/showing to the other learners the presentation of	The differences through the houses' types

			different houses	
	<b>Culture</b>	Houses in my town and in the other countries	Comparing the different houses' type in Italy/in the other countries( related to my learners)	The difference houses' type in in the world
<b>Final task</b>	To describe a house			
<b>Assessment</b>	Can the learners describe a house?			
<b>Timetable fit</b>	Tuesday from 8.00 a.m. to 9.00 a.m.			
<b>Anticipated problems and solutions</b>	Content: To read labels with sentences/ words if the learners don't remember specific vocabulary about the topic			
	Communication: to use talking chips to speak English in groups if the same learners speak during activities to give scores if the learners speak more English than L1			
	Cognitive skills:			
	Culture:			
<b>Resources &amp; materials to be used</b>	General: Flashcards, pictures, labels, worksheets, blackboard, school objects, interactive board, tables, mind maps, posters, crossword, box with words/pictures/sentences			
	Differentiated: The learners work in groups with cooperative learning method and they don't use differentiated materials because they can help each other's.			

Stage	Aim	Procedure	Materials	Interaction	Timing
<b>1</b>	The names of houses  The names of the rooms	To give information about different types of houses	Flashcards	The teacher explains the different types of houses  The learners listen to information and hypothesise the differences through the houses	10 min
<b>Class</b>					
<b>2</b>	The names of	To put into a	Flashcards	The learners	15 min

<b>Group</b>	houses  The names of the rooms	picture the different rooms' name	Pictures of different rooms	<p>Speak about houses' rooms</p> <p>The teacher observes the activity in different groups.</p>	
<b>3</b>  <b>Group</b>	<p>The names of houses</p> <p>The names of the rooms</p>	To match labels with right rooms (pictures/words)	Flashcards Labels with words	<p>The learners identify the houses' rooms and match pictures and words</p> <p>The teacher observes the activity and asks about reasoning in different groups.</p>	15 min
<b>4</b>  <b>Class</b>	<p>The names of houses</p> <p>The names of the rooms</p>	To evaluate learning	Flashcards Labels with words/sentences	<p>The learners complete a description about a house (villa, flat, terraced house)</p> <p>The teacher evaluates the work of learners and gives scores in different groups</p>	10 min

## TKT CLIL LESSON PLAN 2

<b>Teacher's name</b>	Endrizzi Fabiana			
<b>Date</b>	27 <sup>th</sup> May 2015			
<b>Time</b>	50 minutes			
<b>Subject</b>	History			
<b>Class</b>	5 D			
<b>Group profile</b>	<b>Strengths:</b> the class is very motivated and interested in new topics			
	<b>Weaknesses:</b> six children in the class of 20 have learning difficulties			
<b>Learning Outcomes</b> (most learners)		<b>To know</b>	<b>To do</b>	<b>To be aware of</b>
	<b>Content</b>	<p>The names of Romans' houses</p> <p>The names of rooms and furniture</p> <p>The name of Romans' citizens</p>	<p>To complete a description of Domus and Insula</p>	<p>Reasoning: thinking about the different Romans' houses</p>
	<b>Communication</b> Vocabulary: Structures: Functions:	<p>Villa (Domus), flat blocks (Insulae), Patrician, Plebeian, big, small, large, high/tall, short, warm, cold, rich, poor, painted, dirty, frescoes, rooms, floors, shops.</p> <p>Patrician lived in a... Plebeian lived in a ...</p> <p>A Domus was... An Insula was... There was/ were one/two/many rooms in a Domus. There was/were one/two/many rooms in an Insula.</p> <p>To describe a typical Roman's house</p> <p>To identifying the different Romans'</p>	<p>To listen to information about Romans' houses</p> <p>to describe a typical Roman house (sentences with the labels)</p>	<p>Classifying: Romans' houses</p>

		houses		
	<b>Cognition Skills:</b>	Identifying: houses at the Romans' time	defining/showing to the other learners the presentation of different Romans' houses	The differences between Domus and Insula
	<b>Culture</b>	Houses in my town and in the other countries	Comparing the different houses' types in Italy/in the other countries (related to my learners)	The different houses' types in the world
<b>Final task</b>	To describe a typical Roman house			
<b>Assessment</b>	Can the learners describe a typical Roman house?			
<b>Timetable fit</b>	Wednesday from 8.00 a.m. to 9.00 a.m			
<b>Anticipated problems and solutions</b>	Content: To read labels with sentences/ words if the learners don't remember specific vocabulary about the topic			
	Communication: to use talking chips to speak English in groups if the same learners speak during activities to give scores if the learners speak more English than L1			
	Cognitive skills:			
	Culture:			
<b>Resources &amp; materials to be used</b>	General: Flashcards, pictures, labels, worksheets, blackboard, school objects, interactive board, tables, mind maps, posters, crossword, box with words/pictures/sentences			
	Differentiated: The learners work in groups with cooperative learning method and they don't use differentiated materials because they can help each other's.			

Stage	Aim	Procedure	Materials	Interaction	Timing
<b>1</b>	The names of Romans' houses	To give information about Romans' houses:	Flashcards Interactive Board	The teacher explains the topics of the lesson and says what the children can use (pencil, glue, rubber...)	20 min
<b>Class</b>	Adjectives about Romans' houses	Domus and Insula			

				<p>The teacher explains the two types of Romans' houses</p> <p>The learners listen to information and hypothesise the differences between Domus and Insula</p>	
<p><b>2</b></p> <p><b>Group</b></p>	The names of Romans' houses	<p>To put into a picture the names of different houses and adjectives</p> <p>To describe Domus and Insula</p>	<p>Flashcards</p> <p>Pictures of different houses</p> <p>Labels with adjectives</p> <p>Labels with sentences</p>	<p>The learners speak about houses and describe them with adjectives or labels with sentences</p> <p>The teacher observes the activity in different groups.</p>	20 min
<p><b>4</b></p> <p><b>Group</b></p>	The different Romans' houses	To evaluate learning	<p>Flashcards</p> <p>Labels with words/sentences</p>	The learners complete a description about two different houses and explain to the other learner.	10 min

				The teacher evaluates the work of learners and gives scores in different groups	
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# TKT CLIL LESSON PLAN 3

<b>Teacher's name</b>	Endrizzi Fabiana			
<b>Date</b>	28 th May 2015			
<b>Time</b>	50 minutes			
<b>Subject</b>	History			
<b>Class</b>	5 D			
<b>Group profile</b>	<b>Strengths:</b> the class is very motivated and interested in new topics			
	<b>Weaknesses:</b> six children in the class of 20 have learning difficulties			
<b>Learning Outcomes</b> (most learners)		<b>To know</b>	<b>To do</b>	<b>To be aware of</b>
	<b>Content</b>	<p>Villa (Domus), Flat bocks (Insulae), Patrician, Plebeian, big, small, large,high/tall, short,warm, cold, rich, poor, painted, dirty, rooms, floors, shops, kitchen, dining room (triclinium), study (tablinum), bedroom, storeroom, bath, toilet, hall (atrium), garden (peristyle), yard, fountain, window, bed, table, chair, lamp, pool, (impluvium), sofa.</p> <p>Patrician lived in a... Plebeian lived in a ... A Domus was... An Insula was... There was/ were a....in a Domus. There was/were a... in an Insula.</p> <p>To describe a typical Roman's house</p> <p>To identifying the different Romans' houses</p>	<p>To listen to information about Romans' houses</p> <p>to match labels with right rooms (pictures/words)</p> <p>to describe a typical Roman house (sentences with the labels)</p>	Classifying: Romans' houses



	<b>Communication</b> Vocabulary: Structures: Functions:	Identifying: houses at the Romans' time	defining/showing to the other learners the presentation of different Romans' houses	The differences between Domus and Insula
	<b>Cognition</b> Skills:	Identifying: houses at the Romans' time	defining/showing to the other learners the presentation of different Romans' houses	The differences between Domus and Insula
	<b>Culture</b>	Houses in my town and in the other countries	Comparing the different houses' type in Italy/in the other countries( related to my learners)	The different houses' types in the world
<b>Final task</b>	To describe a typical Roman house			
<b>Assessment</b>	Can the learners describe a typical Roman house?			
<b>Timetable fit</b>	Thursday from 10.00 a.m. to 11 a.m.			
<b>Anticipated problems and solutions</b>	Content: To read labels with sentences/ words if the learners don't remember specific vocabulary about the topic			
	Communication: to use talking chips to speak English in groups if the same learners speak during activities to give scores if the learners speak more English than L1			
	Cognitive skills:			
	Culture:			
<b>Resources &amp; materials to be used</b>	General: Flashcards, pictures, labels, worksheets, blackboard, school objects, interactive board, tables, mind maps, posters, crossword, box with words/pictures/sentences			
	Differentiated: The learners work in groups with cooperative learning method and they don't use differentiated materials because they can help each other's.			

Stage	Aim	Procedure	Materials	Interaction	Timing
<p><b>1</b></p> <p><b>Class</b></p>	<p>The names of Romans' houses</p> <p>The names of the rooms</p>	<p>To give information about Romans' houses: Domus and Insula</p>	<p>Flashcards</p> <p>Interactive Board</p>	<p>The teacher explains the topics of the lessons and says what the children can use (pencil, glue, rubber,...)</p> <p>The teacher explains the two types of Romans' houses</p> <p>The learners listen to information and hypothesise the differences between Domus and Insula</p>	<p>20 min</p>
<p><b>2</b></p> <p><b>Group</b></p>	<p>The names of Romans' houses</p>	<p>To put into a picture the names of different houses</p> <p>To describe Domus and Insula</p>	<p>Flashcards</p> <p>Pictures of different houses</p> <p>Labels with adjectives</p> <p>Labels with sentences</p>	<p>The learners speak about houses and describe them with rooms' names</p> <p>The teacher observes the activity in different</p>	<p>10 min</p>

				groups and asks about learners' reasoning in different groups.	
<p><b>3</b></p> <p><b>Group</b></p>	The names of the rooms	To match labels with right rooms (pictures/words)	Flashcards Worksheets (Crossword and pictures) Labels with words	<p>The learners identify the house's rooms They complete a crossword with pictures</p> <p>They match pictures and words</p> <p>The teacher observes the activity and asks about learners' reasoning in different groups.</p>	10 min
<p><b>4</b></p> <p><b>Class</b></p>	The names of the rooms	To evaluate learning	Flashcards Crossword on the blackboard	<p>The teacher completes the crossword on the interactive board</p> <p>The learners check the work in group</p>	10 min

# TKT CLIL LESSON PLAN 4

<b>Teacher's name</b>	Endrizzi Fabiana			
<b>Date</b>	29 <sup>th</sup> May 2015			
<b>Time</b>	60 minutes			
<b>Subject</b>	History			
<b>Class</b>	5 D			
<b>Group profile</b>	<b>Strengths:</b> the class is very motivated and interested in new topics			
	<b>Weaknesses:</b> six children in the class of 20 have learning difficulties			
<b>Learning Outcomes</b> (most learners)		<b>To know</b>	<b>To do</b>	<b>To be aware of</b>
	<b>Content</b>	<p>Villa (Domus), Flat bocks (Insulae), Patrician, Plebeian, big, small, large, tall, short, warm, cold, rich, poor, painted, dirty, rooms, floors, shops, kitchen, dining room (triclinium), study (tablinum), bedroom, storeroom, bath, toilet, hall (atrium), garden (peristyle), yard, fountain, window, bed, table, chair, lamp, pool, (impluvium), sofa.</p> <p>Patrician lived in a... Plebeian lived in a ... A Domus was... An Insula was... There was/ were a....in a Domus. There was/were a... in an Insula.</p> <p>to describe a typical Roman's house</p> <p>to identifying the different Romans' houses</p>	<p>To listen to information about Romans' houses</p> <p>to match labels with right rooms (pictures/words)</p> <p>to describe a typical Roman house (sentences with the labels)</p>	Classifying: Romans' houses

	<b>Communication</b> Vocabulary: Structures: Functions:	Identifying: houses at the Romans' time	defining/showing to the other learners the presentation of different Romans' houses	The differences between Domus and Insula
	<b>Cognition</b> Skills:	Identifying: houses at the Romans' time	defining/showing to the other learners the presentation of different Romans' houses	The differences between Domus and Insula
	<b>Culture</b>	Houses in my town and in the other countries	Comparing the different houses' type in Italy/in the other countries( related to our learners)	The different houses' types in the world
<b>Final task</b>	To describe a typical Roman house			
<b>Assessment</b>	Can the learners describe a typical Roman house?			
<b>Timetable fit</b>	Friday from 10.00 a.m. to 11.00 a.m			
<b>Anticipated problems and solutions</b>	Content: To read labels with sentences/ words if the learners don't remember specific vocabulary about the topic			
	Communication: to use talking chips to speak English in groups if the same learners speak during activities to give scores if the learners speak more English than L1			
	Cognitive skills:			
	Culture:			
<b>Resources &amp; materials to be used</b>	General: Flashcards, pictures, labels, worksheets, blackboard, school objects, interactive board, tables, mind maps, posters, crossword, box with words/pictures/sentences			
	Differentiated: The learners work in groups with cooperative learning method and they don't use differentiated materials because they can help each other's.			

Stage	Aim	Procedure	Materials	Interaction	Timing
<b>1</b>	The names of Romans' houses  The names of the rooms	To give information about Romans' houses: Domus and Insula	Flashcards Interactive Board Mind map	The teacher explains the topics of the lessons and says what the children can use	10 min
<b>Class</b>					

				<p>The teacher repeats the two types of Romans' houses</p> <p>The learners listen to information and recall the differences between Domus and Insula</p>	
<p><b>2</b></p> <p><b>Group</b></p>	The names of Romans' houses	<p>To divide information about Domus and Insula into a table</p> <p>To describe Domus and Insula</p>	Tables Flashcards	<p>The learners speak about houses and describe them with use of a table</p> <p>They create a mind map about Domus and Insula with information of the table</p> <p>The teacher observes the activity in different groups and asks about learners' reasoning</p>	15 min

<p><b>3</b></p> <p><b>Group</b></p>	<p>The names of Romans' houses</p> <p>The names of the rooms</p>	<p>To describe the different types of houses at the Romans' time</p>	<p>Flashcards Posters Labels with words/sentences</p>	<p>The learners identify the different elements of Domus and Insula</p> <p>They create posters about the different types of houses at the Romans' time</p> <p>The teacher observes the activity and asks about reasoning in different groups.</p>	<p>20 min</p>
<p><b>4</b></p> <p><b>Class</b></p>	<p>The names of Romans' houses</p> <p>The names of the rooms</p>	<p>To evaluate learning</p>	<p>Flashcards Interactive Board Posters</p>	<p>The learners show to other learners the created posters in the groups.</p> <p>The teacher evaluates learning</p>	<p>15 min</p>