

TKT CLIL LESSON PLAN

Teacher's name	Petra Rizzolli
Date	25 th of May
Time	8:00-9:00 am
Subject	science
Class	fourth, 9 year old children; first year English L2
Group profile	<p>Strengths: inquiring pupils, active participation, interested in everything new, work well together in groups, use the language quite often with a good self confidence, creativity and fun. It's important to give them a wide range of different activities to do, so that everyone can learn “<u>in its own way</u>”; there are different learning styles in the group: visual, verbal, auditory, logical, social, solitary, kinaesthetic, combination of more styles.</p> <p>Weaknesses: -the group: most of the pupils like to speak a lot and therefore they interrupt the teacher sometimes by asking questions or simply telling what they know or think about the subject; for this reason it's necessary to remember them clear classroom rules and to ask them to respect those strictly.</p>
Learning Outcomes (most learners)	<p>KNOWLEDGE:</p> <p>Content: To know about the existence of <u>monotremes</u>. To know about the <u>Platypus</u> as a <u>representative of the monotremes</u> and its scientific classification, features, behaviour and habitat.</p> <p>Culture: To know about its significant role as a very important <u>Australian symbol</u>.</p> <p>SKILLS:</p> <p>Communication: To be able to <u>work in groups</u> of three or four and respect each other ideas. To be able to <u>describe orally</u> the result of the group's work in peer work or in front of the class or ask and answer <u>questions in pairs</u> (question stripes provided by the teacher-less able learners). To be able to find out autonomously or in groups new information about the subject by <u>reading</u> a description and watching a video (animal's description-worksheet and short video).</p> <p>Cognition: LOTS Remember and say animals' names you already know. LOTS Identify animals and compare them. LOTS Classify them and find differences and similarities. LOTS Organise new information on a visual organiser-<u>brain storming</u>.</p> <p>HOTS (in the primary school) Create and describe a visual organizer, such as <u>the Venn diagram</u>; classify according to different criteria.</p> <p>HOTS Define a mammal by using key words to complete definitions and a description. HOTS Reasoning: Why Australian wild animals wouldn't survive in our environment? HOTS Hypothesising: Why are such extraordinary and unique animals right there in Australia? LOTS Summarise the key points by doing a “multiple choice” work sheet. HOTS Use your knowledge to <u>hypothesise</u> if Australian animals could live in a completely different environment and try to understand or hypothesise why there are so many unique and extraordinary animals in that country. Discuss in groups and then <u>write your ideas down</u>.</p>

Stage	Aim	Procedure	Materials	Interaction	Time
1 Warm up activity	<p>Greetings-welcome the guest teacher.</p> <p>Introduce the lesson with a song about an animal (butterfly/insect) “The very hungry caterpillar”.</p>	<p>Everybody stands up and gets into a circle, so that we sing all together very powerfully.</p>	<p>White board with the music and lyrics.</p>	<p>The whole class and the teacher form a group standing in a circle singing together. This activity gives energy and self confidence to encourage further collaboration.</p>	<p>About 10 minutes</p>
2 Start activating prior knowledge	<p>Brainstorming activity to recall a lot of different animals' names, so that we can categorise them in a tree diagram .</p>	<p>The teacher is standing in front of the chalk board and writing the animals in a tree diagram following the pupils' instructions and dictations.</p>	<p>Chalk board (if necessary flash cards with animal pictures to help less able learners remember their names by associating word and picture)</p>	<p>The interaction is between the teacher and all the students.</p>	<p>About 10 minutes</p>
3 Middle	<p>To know about monotremes and their specific characteristics and its most famous representative - the platypus.</p>	<p>Divide the children in four groups with three children each and give them visual material and text stripes. Hypothesise the answer. In a second step they can match questions and answers. Watch it and speak about the information power point.</p> <p>Let's try to collocate keywords in the right context in a gap text-cloze.</p>	<p>Drawings with the platypus.</p> <p>Coloured stripes with questions and in a second moment stripes with answers.</p> <p>Platypus/monotreme power point.</p> <p>Worksheet:”The Platypus-fill in the gaps”- an information text with gaps and keywords.</p>	<p>Give pupils time to understand and answer the questions in the group.</p> <p>Speak and discuss about the power point in a plenary.</p> <p>Every child can work individually or in pairs or with the whole group.</p>	<p>About 10 minutes</p> <p>About 10 minutes</p> <p>About 10 minutes</p>
4 End	<p>Are able to say something about the new content</p>	<p>We review what we have studied today about</p>	<p>Use the whiteboard to show a multiple</p>	<p>We speak about the content in a plenary and</p>	<p>About 10 minutes</p>

whole class review	we have learned today .	monotremes and the platypus. For this purpose the pupils can use a multiple choice worksheet or they can try to speak freely-even as good as they can.	choice text about the content.	everybody can say something with a word or language chunks or sentences or by code switching-however-every contribute about the content will be great.	
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Lesson plan by Petra Rizzolli, I.C. Cavalese; May 2015