

## TKT CLIL LESSON PLAN

<b>Teacher's name</b>	Nardon Silvia
<b>Date</b>	28 <sup>th</sup> May 2015
<b>Time</b>	10.20am – 12:00 am (100 minutes)
<b>Subject</b>	Science
<b>Class</b>	Year 3
<b>Group profile</b>	<p><b>Presentation of the group:</b> There are thirteen children in this class: ten females and three males. They have started to learn English and Science CLIL this year. They are doing two weekly hours of English (on Tuesday and on Friday) and one weekly hour of Science in CLIL (on Thursday).</p>
	<p><b>Strengths:</b> Children are motivated during CLIL lessons. They like doing experiments, working in groups and interacting. They participate actively during the tasks. They have a basic level of English. They are developing BICS during EFL lessons and they are beginning to acquire CALP in CLIL, studying Science. There is a big group of visual learners. They also like doing kinaesthetic activities. They often use songs to learn the language. Referring to the content knowledge, they are able to identify and compare scientific elements. They often develop LOTS when they understand and analyse various content related to Science and sometimes HOTS when they have to make hypothesis, evaluate and create something. There are four talented children, an intermediate group with discrete results in CLIL and three children who have demonstrated certain difficulties in learning different subjects.</p> <p>The majority of the class is very good and respectful with their peers and their teachers.</p>
	<p><b>Weaknesses:</b> Some children aren't able to express their ideas in English. They often answer in Italian. Three pupils have some learning difficulties related to cognitive development and need an accurate scaffolding. They struggle with reading and writing. In addition there are two children who sometimes do not respect the rules and are too noisy. They often impose on other pupils and thus they need to be guided and contained. There is also one girl who is very shy and tends to be isolated.</p>
<b>Topic of the lesson</b>	<p>Fruits' classification Parts of the fruits Procedure to make a traditional fruit salad, an exotic fruit salad, a strawberries milkshake and a pineapple drink.</p>

<b>Learners' Prior Knowledge</b>	<p>Children have good listening skills.</p> <p>They have created a story map on paper a couple of times.</p> <p>They are aware of the aspects of a story: characters, setting, conflicts and resolution.</p> <p>They can name and understand some animals, plants, colours, shapes and actions.</p>
<b>Learning Outcomes</b> (most learners)	<p>Most learners will be able to:</p> <ul style="list-style-type: none"> <li>✚ Identify, say and use the names of different fruits (<i>Content and Communication</i>)</li> <li>✚ Recall the events of the story "Handa's Surprise" in the correct order (<i>Communication</i>)</li> <li>✚ Classify and compare different types of fruits (<i>Cognition</i>)</li> <li>✚ Know which fruits contain seeds (<i>Content</i>)</li> <li>✚ Recognize and name the parts of different types of fruit (<i>Content and Communication</i>)</li> <li>✚ Create a fruit salad or a drink and write a recipe (<i>Cognition and Communication</i>)</li> <li>✚ Understand the role of eating fruit in a healthy diet (<i>Culture</i>)</li> <li>✚ Use the five senses to recognize and taste different types of fruit (<i>Cognition and Communication</i>)</li> <li>✚ Answer questions on the topic (<i>Communication</i>)</li> <li>✚ Hypothesize about the inside part of a fruit (<i>Cognition</i>)</li> <li>✚ Recognize which fruits are regional and seasonal and which are imported and exotic (<i>Culture</i>)</li> <li>✚ Identify Africa on a map (<i>Culture</i>)</li> </ul>
<b>Final task</b>	<p>Oral presentation of the recipe.</p> <p>Peer assessment with the "Masterchef" worksheet.</p> <p>Feedback for formative assessment.</p>
<b>Timetable fit</b>	<p>During this school year children have worked on living things. These topics have been covered:</p> <ul style="list-style-type: none"> <li>◦ Living and non-living and their characteristics;</li> <li>◦ Classification of plants, animals and humans;</li> <li>◦ Animals' world: vertebrates and invertebrates; animals' covering; carnivorous, herbivorous and omnivorous;</li> <li>◦ The food chain: producers and consumers;</li> <li>◦ Different types of plants;</li> <li>◦ The photosynthesis;</li> <li>◦ The parts of the plant;</li> <li>◦ The life cycle of a plant;</li> <li>◦ The seeds.</li> </ul> <p>Children do a lot of experiments during CLIL lessons. They play interactive games, cards games (memory, domino, snap etc.) and actions games. They watch videos and</p>

	<p>they learn different songs with the topic vocabulary such as the “food chain song.” In this period pupils are learning the different ways in which plants play their roles in sustenance of life on everyday basis. Lessons are focused on the importance of plants for our life. Children take care of different types of plants that have been placed in their classroom. They are cultivating beans’ plants, strawberries plants, aloe plant and green plants. Each child has a specific plant-carer role that changes weekly. For instance one pupil has to water the strawberries plant while another child has to draw the changes of the beans’ plants on a chart.</p> <p>The group is reflecting on how plants are necessary to humans. They watched this video and did several correlated activities. <a href="http://www.makemegenius.com/science-videos/grade_2/uses-of-plants-for-kids">http://www.makemegenius.com/science-videos/grade_2/uses-of-plants-for-kids</a></p> <p>They discovered that plants are useful for many reasons:</p> <ul style="list-style-type: none"> <li>✓ Oxygen: Plants absorb carbon dioxide and release oxygen in the air that is used by all living beings for breathing (Photosynthesis).</li> <li>✓ Clothes and objects: Plants like cotton provide us clothes to wear, wood and leaves provide us paper, furniture, windows, rubber and many other things.</li> <li>✓ Medicines and Beauty: Several plants are used for medicinal purpose or to make creams, soaps and other cosmetics (E.g. Aloe Vera plant).</li> <li>✓ Water: Plants regulate the water cycle. They move water from soil to the atmosphere through a process called transpiration.</li> <li>✓ Food (cereals, pulses, vegetables, fruits, oil and also chocolate, sugar, tea and coffee): Plants provide food to humans as well as animals (E.g. Strawberries plant and beans’ plants).</li> </ul> <p>They realised a graphic organizers (mind map) with all this functions.</p> <p>This lesson is concentrated on the fruits that we generally eat and on the exotic fruit and their parts. Children will learn that some fruits contain seeds, some others have their seeds outside and that seeds have a variety of shapes and dimensions.</p> <p>Next lesson children will learn that fruits are a good source of fibres, vitamin C, potassium and other antioxidants.</p> <p>They will also learn which other parts of the plants we eat as well as fruits. The last week of school they will do a “plants treasure hunt” around the village. Children will be arranged in teams and they have to move around the village to find different types of plants.</p>
<p><b>Anticipated problems and solutions</b></p>	<p>Provision for Learners Diversity: Children who have learning difficulties work with partners and have supplementary material to understand the story and the procedure to make a fruit salad. Children who have learning difficulties work with more capable peers.</p> <p>Another problem can be the confusion during the work group. During the creation of the fruit salads and the drinks the class could be noisy. The teacher a “magic wand” to ask for silence if she needs to speak. In addition each child of the group is given a specific role. One of them is the “voice controller”.</p> <p>This lesson needs the use of technology. If it does not work the teacher can prepare a printed version of the power point about fruit classification and skip the part of the videos, giving the instruction herself.</p>

<b>Cross-curricular links</b>	<p>This lesson is related to many other activities that children will do during English lessons, Art lessons and ICT. In English we will act out the story, sequence events and think at an alternative ending to the original. Pupils will play “Handa’s board game” (English worksheet 1) and Handa’s handling game (English worksheet 2). During Art lesson pupils will look at and draw the African landscape and the wildlife. There are also many cross curricular links with Geography.</p> <p>On Tuesday afternoon children participate at a ludic laboratory. During those two hours they generally do funny activities. They can prepare a fruit cake and talk in English about the ingredients, colors, smells, shapes, and the procedure to make it.</p> <p>There are important connections with Music and PE lessons. Children can learn different songs about fruits (e.g. Calypso fruit, I like apples, Yummy fruits), dance, play games like musical statues or “musical plants”.</p> <p>The PE teacher can introduce a mime game asking children to mime the life cycle of a plant. Children make themselves small to represent a seed. As the volume of a song increases, they should grow. When they hear the music suddenly mute, they represent the seed again. Then the cycle can continue.</p> <p>The teacher can discuss how you might walk when carrying the heavy basket on your head as Handa does in the story. You need to walk slowly and carefully. The teacher can give each child a beanbag as a prop. They may use their hand to steady it if necessary. Children imagine lifting the heavy basket of fruit on to their head and walk slowly along their pathway.</p>
<b>Resources &amp; materials to be used</b>	<p>Interactive whiteboard for the videos and the power point presentation</p> <p>Book and CD: “Handa’s surprise”</p> <p>A variety of regional and exotic fruits, e.g. banana, cantaloupe, orange, mango, pineapple, avocado, passion fruit, melon, apples, strawberries, grapes, oranges, coconut, kiwi fruits, blueberries, lemons, peaches, etc.</p> <p>A bag</p> <p>Sugar and honey</p> <p>2 large bowls and 2 cutting boards</p> <p>Blender</p> <p>Milk, Yoghurt and Coconut milk</p> <p>Plates, knives and spoons</p> <p>Plastic glasses and plates</p> <p>Computer with CD player</p> <p>The apple life cycle visual</p> <p>Worksheets</p>
<b>Language of and for learning</b>	<p>Content vocabulary about fruits</p> <p>Question structures (what colour/ fruit/ ... is it?)</p> <p>Simple present</p> <p>Colours</p> <p>Nouns and adjectives</p> <p>Singular/plural</p> <p>Content-obligatory language (stem, seeds, skin, stone, flesh, rind, berries, dupres, citrus fruit, melon, pomes, tropical fruit)</p> <p>Functional language</p> <p>Additional language for group/class work</p> <p>Understanding instructions</p>

<b>Setting</b>	The classroom is big. Normally children's desks are arranged in three lines. During this lesson there will be four groups' tables and a space in front of the Interactive Whiteboard where children can sit down during the story, the videos and the power point presentation.
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## Phases of the lesson

S t a g e	Aims	Procedure	Materials	Interaction	Timing
1	<p>Listen to and understand a story read aloud;</p> <p>Become familiar with the story Handa's Surprise;</p> <p>Participate actively in a simple conversation;</p> <p>Learn different types of fruits;</p> <p>Review the names of some animals.</p> <p>Describe similarities and differences in fruits</p>	<p><b>Story:</b> The teacher reviews the names of fruit by an illustrated story titled: <i>Handa's surprise</i> by Eileen Brown.</p> <p>She asks questions about the book.</p> <p>Questions:  <i>Do you know this story?</i>  <i>What do you think it will be about looking at the cover?</i>  <i>Where is Handa's from?</i></p> <p>Then children listen to the story from the CD and understand it. There are also songs in the story. The teacher can stop the CD whenever she would like to ask children some questions such as:  <i>What animal is that?</i>  <i>Has anyone ever tasted that fruit before?</i></p> <p><b>Identification of Africa</b> on a map shown with the Interactive Whiteboard and on the globe. Children identify Africa on the map and on the globe.</p> <p><b>Power point presentation</b>  The teacher shows a power point presentation about fruits classification to the children. They listen, repeat and read different fruits' characteristics and acquire new content obligatory vocabulary. In this point teacher and children discuss the parts of the fruit.</p> <p><b>Naming and Guessing the fruit game:</b>  The teacher shows a selection of fruit and see if the children can name each one. Without the children seeing, the teacher</p>	<p>Book</p> <p>Computer</p> <p>IWb Globe</p> <p>Ppt</p> <p>Bag Fruits: Banana, pear, apple, lemon, peach, apricot...</p>	<p>Plenary work</p> <p>Students learn the names of different fruits.</p> <p>They answer simple questions (What is it? What colour is it? )  Students and teacher interact.</p> <p>Learners point Africa on the map.</p> <p>Children learn the names of some parts of fruits. They learn new vocabulary.</p> <p>Children use the five senses to</p>	<p>Story: 10 min.</p> <p>Map: 3 min.</p> <p>Ppt presentation: 7 min.</p> <p>Game: 10 min.</p>

		places a fruit into a bag. The teacher passes the bag to a child and sees if he or she can guess the fruit by feeling it. This is repeated several times allowing different children to have a go.		discover and then say the name of the fruit.	
2	<p>Predict what the fruit will look like when we cut it open;</p> <p>Become aware of the names of the fruit parts;</p> <p>Work co-operatively in groups</p>	<p><b>Drawing the inside part of a fruit on a poster. Group work.</b></p> <p>Children are arranged in groups of three or four. The teacher has already prepared the groups thinking at the strength and weaknesses of each pupil and forming groups with children with different skills. In this way less able children can work together with more able peers to reach the zone of proximal development. The name of the pupil is written on a post-in and positioned on the chair.</p> <p>Each group is given a different fruit and a worksheet.</p> <p>The children are asked to draw on a poster the inside part of the fruit associating the drawings with the key words already written on the worksheet (scaffolding).</p> <p>Fruits to draw: An apricot; an apple; a mango; a kiwi fruit.</p> <p>Written words: seeds or seed; skin; pulp; core, stem.</p>	<p>Four types of fruit to draw:</p> <p>An apricot; an apple; a mango; a kiwi fruit.</p> <p>Worksheet 1 with keywords</p>	<p>Group work</p> <p>Pupils interact with peers</p> <p>They make questions, hypotheses and conclusions</p>	<p>Drawing: 10 min</p>
3	<p>Understand a video;</p> <p>Investigate a variety of fruits and seeds;</p> <p>Taste and evaluate different fruit;</p> <p>Select fruits to use in a fruit salad</p> <p>Write a simple recipe sheet</p>	<p><b>Video.</b></p> <p>Children watch two short videos:</p> <p>a video about a girl explaining how to make a fruit salad  <a href="https://www.youtube.com/watch?v=JoU3hkyZ8e8">https://www.youtube.com/watch?v=JoU3hkyZ8e8</a></p> <p>and a video about how to make a smoothie.  <a href="https://www.youtube.com/watch?v=TdQOxP4rY2o">https://www.youtube.com/watch?v=TdQOxP4rY2o</a></p> <p><b>Recipe creation in 4 groups: Masterchef game.</b></p> <p>The teacher gives each group the right material and different types of fruits that</p>	<p>Worksheet 2 to write the recipe</p> <p><b>Traditional fruit salad:</b>  Apple, peach, pear, blueberries, Orange.</p> <p><b>Exotic fruit salad:</b>  Mango, Avocado, Pineapple, Bananas, Passion fruit.</p> <p><b>Strawberries Milkshake:</b>  Strawberries,</p>	<p>Plenary and Group work</p> <p>Learners watch, listen and understand the video.</p> <p>They interact with peers to create two different fruit salads and two drinks and to present their recipe to the class.</p>	<p>Video: 6 min.</p> <p>Instruction s: 4 min.</p>

	Use the 5 senses	<p>children have to choose, sugar, honey, juice, plastic knives, spoons, forks, glasses and a chopping board. Every group has a procedure sheet to follow and a worksheet to complete with the recipe created by the group.</p> <p>One group has to prepare a traditional fruit salad; another group a tropical fruit salad; the third group makes a strawberries milkshake and the fourth group a pineapple drink.</p>	<p>Milk, Yoghurt. Blender <b><i>Pineapple drink:</i></b> Pineapple, Coconut, Juice. Sugar Honey 4 bowls Spoons knives</p>	<p>They probably will use L1 during the creation of the fruit salad.</p> <p>They make oral presentations.</p>	<p>Recipe preparation: 20 minutes</p>
4	Give a feedback to the lesson	<p><b>Oral presentation</b> After the creation of the fruit salads and the fruit drinks, the teachers says that children are taking part of a Masterchef competition and that each group has to presents its work to the rest of the class and let other children taste its fruit salad.</p> <p><b>Peer assessment</b> Each child gives a mark from 1 to 5 to the fruit recipe (peer assessment). The mark is written on a post-it.</p> <p><b>Feedback time.</b> Children complete a worksheet giving their personal feedback. They also choose a “feedback supporter” to put in the box to give their immediate evaluation to the lesson</p>	<p>Worksheet 3 for peer assessment</p> <p>Worksheet 4 for Feedback</p> <p>Feedback laminated smiles (red, yellow and green)</p> <p>Box</p>	<p>Students to students. Groups to plenary</p> <p>Students to teacher. Children communicate their feeling and give a feedback to the lesson</p>	<p>Presentation, tasting time and peer assessment 20 min.</p> <p>Final feedback: 5 min.</p>
	<b>Homework for next week</b>	<p>Suggest pupils to make a fruit salad or a drink at home explaining the procedure in English to their family.</p> <p>Worksheet about a fruit.</p>	Worksheet 5	At home	

<b>Assessment</b>	<p>The teacher will assess acquired knowledge and language - through listening comprehension, games, observation, oral presentations, and pupils' feedback. It is a formative assessment. Next lessons the teacher will review the fruits classification and the life cycle of a fruit plant and prepare a summative test on this topic.</p>
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