

## TKT CLIL LESSON PLAN

<b>Teacher's name</b>		Gloria Gabrielli		
<b>Date</b>		Thursday, may 27 <sup>th</sup>		
<b>Time</b>		105 min		
<b>Subject</b>		History		
<b>Class</b>		5B Serravalle I.C. Ala		
<b>Group profile</b>		<b>Strengths:</b> learners are good listeners and very good in remembering what the teacher says. They love do role playing during history lessons. They are used to work in groups.		
		<b>Weaknesses:</b> some learners don't have the capacity to work in groups; a few of them have difficulty to respect turns, tasks and rules and roles.		
<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' clothes</p> <p>The names of the rich and poor Romans citizens</p>	Put in into a table the different clothes (woman/man and patricians/plebeians)	Reasoning: thinking about the differences between women's /men's clothes and patricians/plebeians' ones
	<b>Communication</b> Vocabulary: Structures: Functions:	<p><b>Vocabulary:</b></p> <p>Garment's name:</p> <ol style="list-style-type: none"> <li>tunic</li> <li>stola</li> <li>palla</li> <li>belt</li> <li>toga</li> <li>sandals</li> <li>sword</li> <li>stripes</li> <li>underpants</li> <li>shield</li> <li>hood</li> </ol>	<p>To listen to information about Romans garment</p> <p>To match labels with right garment (pictures/words)</p> <p>To complete passport's sentences with the labels</p>	Classifying Roman garments

		12. plumed helmet  <b>Adjectives/opposite:</b> short/ long coloured/undyed woollen silky  Structures: He/she was... he/she lived... he/she a ... <i><b>and so</b></i> he/she was... I would like...  <b>Functions:</b> describing a patrician/plebeian' clothes identifying rich/poor citizens through his/her clothes		
	<b>Cognition Skills:</b>	Identifying Romans clothes	defining/showing to the other learners the presentation of different Romans citizens.	The difference between rich and poors at the Romans time
	<b>Culture</b>	Garments in the world	Comparing ancient romans clothes with nowadays garments in different countries (related e.g. to the learners' ones)	The differences of garment in the world
<b>Final task</b>				
<b>Assessment</b>	Can the learners... Listen to and follow the instructions? Collocate correctly in a grid all the clothes? Read the passports? Describe and talk in pair? Play with the activity organised into groups? Use adjectives to describe the differences in roman garments? Write in the module with answer (answer sheet) all the words requested? Understand the difference between different social classes? Understand that even now we still have some similar clothes?			

<b>Timetable fit</b>	Previous lessons: learners already knows some garments’ name and the ancient roman garments in L1 and the way they were dressed so they may easily use the new target words to describe them.	
	This lesson may be delivered in two times; Culture (steps 6 and 7) could be done in a second lesson	
	<div>1. <b>Make the learners aware of the contents of the lesson</b> 5 min</div> <div>2. <b>Activating prior knowledge</b> 15 min</div> <div>3. <b>Reading</b> 20 min</div> <div>4. <b>STT The Hot chair game</b> 20 min</div> <div>5. <b>Writing time</b> 15 min</div> <div>6. <b>Culture: Working time and STT</b> 15 min</div> <div>7. <b>Fashion in the world SWT collocating on a map</b> 15 min</div>	
<b>Assumptions about students’ prior knowledge</b>	Content: saying and labelling male and female clothes	
	Communication: saying what someone’s wearing, tell and write where he/she lives	
	Cognitive skills: identifying the relationship between male and female clothes; rich and poor ones	
	Culture: differences and similarity around the world	
<b>Anticipated problems and solutions</b>	Content: using the past continuous tense /Solution: modelling, giving them labels with verbs written, posters	
	Communication: Problem: 1) Some learners would feel too shy to talk/Solution: modelling and paper sheets with sentences to read	
	Cognitive skills: understanding the meaning of patrician and plebeian/Solution: flash cards	
	Culture: working with magazines could distract a lot learners and be hazardous because of the vulgarity they may find all over/Solution: give them only pictures without advertisement and vulgarity or do all the activity with a IWB	
<b>Resources &amp; materials to be used</b>	<div>General: labels with new content words, domino, talking coins, the grid with everyday clothes (back to back game), ancient roman passport clothes:</div> <div><div>• some coloured/undyed/white XXL t-shirts to wear as a tunic</div><div>• some big coloured/undyed/ white rectangular cloths</div><div>• red stripes to stick on the white toga</div><div>• sandals</div><div>• a laurel crown</div><div>• a sword (a toy or made of cardboard)</div><div>• a shield (“ )</div><div>• a plumed helmet ( “ )</div><div>• a rope</div></div> <div>roman passport</div>	

	domino with clothes and words a grid (4 columns and 4 rows) 5 paper sheets with nowadays clothes sentence starter game labels with the new content words a paperboard with everyday clothes (pants, a t-shirt, a short skirt, a long skirt, a female dress, sandals, a belt, a cloak, a hood)
	Differentiated: //

Stage	Aim	Procedure	Materials	Interaction	Timing
1  Class	<b>Make the learners aware of the contents of the lesson</b>	On a big paperboard (or on the blackboard) 4 learners volunteers come and stick the labels with this 3 tasks:  1) the name of ancient roman garments  2) pronouns, adjectives, past and past continuous  3) courtesy questions  4) talking to pairs	A coloured paperboard  4 labels to stick on it (see procedure)	Teacher with learners	5 min
2  Couple	<b>Activating prior knowledge of everyday garments</b>  <b>Collocating objects on a grid</b>	Work in pair  <b>back to back game</b>	For each couple:  a grid with some drawings of the actual clothes  A blank grid to collocate and draw the garment	Back to back game  Child A says the coordinates and the name of the garments he/she sees on the paper  Child B draws them on the	15 min

			<p>A pencil</p> <p>On the wall: a paperboard with these drawings and words: a pair of pants, a t-shirt, a short skirt, a long skirt, a female dress, sandals, a belt, a cloak, a hood )</p>	<p>right place in the grid</p> <p>(then they change: A becomes B)</p>	
<p><b>3</b></p> <p><b>Group</b></p>	<p><b>Reading</b> a character description</p> <p>Reading/listening of new content specific language (roman garments)</p> <p>Dress an ancient Roman citizen distinguishing his/her social class and work</p> <p>Using the courtesy request: <i>I would like....</i></p>	<p><b>Groups of 4: A B C D</b></p> <p><b>A</b> open the envelop that contains a <b>roman passport and read.</b></p> <p>B and C listen and then go to the shop to get the clothes they need to dress D, that is their ancient roman citizen</p>	<p>An <b>envelope</b> with a <b>passport</b> in it</p> <p><b>The ancient roman shop:</b> a desk with all the garments divided in 2 groups:</p> <p><b>Patricians:</b> stola toga laurel crown red stripes plumed helmet</p> <p><b>Plebeians:</b> short undyed tunic a rope a cloak a sword underpants a shield</p>	<p>The teacher is the shopkeeper and gives to learners the garment they need.</p> <p><b>B and D go to the shop and ask for the right garment.</b></p> <p><b>I would like...</b></p>	20 min
<p><b>4</b></p> <p><b>Class</b></p>	<p><b>STT</b> Saying the names of the rich and poor Romans' citizens:</p> <p>The names of Romans' garment</p>	<p><b>The hot chair game:</b></p> <p><b>D</b> stand up or sit on a chair, dressed up following the instructions on the passport.</p>	<p>Flashcards</p> <p>Labels with drawings and garment's words</p>	<p>Learners speaks to the class and to each other.</p> <p>Learners read one by one</p>	20 min

	Seeing the difference between riches and poors, patricians and plebeians.	<p>All the others learners listen the description and guess who is the man/woman on the chair.</p> <p>They discuss and then write on the ANSWER SHEET the right answer:</p> <p>He/she was a .....<i>plebeian/patrician/a gladiator/a senator/a farmer....and so he/she was a patrician/plewbeian.</i></p> <p><i>He /she was wearing a ....tunic, stola, palla, belt, toga, sandals, sword, stripes, underpants, helmet, shield, hood, plumed helmet</i></p>		<p>all the passports and all the learners have to <b>write on a module</b> who is the roman describes and what he/she was wearing.</p> <p>The teacher observes and model the language.</p> <p>The teacher observes the activity and asks about reasoning in different groups.</p> <p>The learners listen to information and hypothesise the different garment of Romans' citizens.</p> <p>The teacher evaluates the work of learners and give scores to different groups</p>	
<b>5 Class</b>	<b>Write the new content words</b>	Learners observe the character on the hot chair and complete the sentences on the grid (answer sheet)	The answer sheet (grid)	Learners reason and evaluate the character they have in front.	15 min
<b>6 groups</b>	Culture: TTT Find some countries where people still wear skirts, tunic, stola and toga	Learners have some fashion magazines; they look for pictures withclothes similar to roman ones; they cut them out then stick them on a paperboard which title could be	Fashion, travel and geography magazines	<p>The teacher keeps on saying the instructions to find the right pictures.</p> <p><i>Look for people that wear dresses like the one used</i></p>	15 min

		NOW IN THE WORLD		<i>at the ancient Romans time.</i>  <i>Did you find some garments similar to the roman ones?</i> <i>Where do people wear these garments?</i>	
<b>7 class</b>	Student working time STT Collocating on a map	Learners go and point on a globe the countries.  The teacher says their names.	A globe or a map of the world  Learners stick on a poster the garments in the country/continent/nations where they had found that people wear the same clothes as ancient romans'	Teacher ask each students: <i>Could you go and point out the continents or countries where you had attached the pictures?</i>  <i>What's the name of that Country?</i>	15 min