

TKT CLIL LESSON PLAN

Teacher's name	Arianna
Date	Friday, 5 th June 2015
Time	One hour: 10:20-12:00
Subject	Geometry: types of lines (straight line, broken line, wavy line, straight and curve line, open and closed lines, shapes)
Class	2 nd class
Group profile	<p>The group class is composed by 20 children.</p> <p>Strengths: The class shows many strengths:</p> <ul style="list-style-type: none"> - positive attitude towards school; - strong altruism and desire to help each other; - strong desire to communicate; - a good cognitive and motor attitude; - good will and inclination to learn; - active participation during the lessons; - strong curiosity; - decent level of English language <p>Weaknesses:</p> <ul style="list-style-type: none"> - they are not used to work in group or in pair; - poor autonomy because of their young age; - there are a few learners that feel quite unsure of themselves and their skills; they need more time to do an exercise, a more constant encouragement, a more regular supervision and more repetitions of homework's orders than others. - there is a learner who has a short attention span, distracts easily himself, has difficulty in concentrating and needs almost always to be supported during the activities.
Learning Outcomes (most learners)	<p><u>Content:</u> the curricular subject includes a Geometry's topic (the most important types of lines –straight line, broken line/zig zag line, curved/wavy line, mixed/straight and curve line, closed and open lines-)</p> <p><u>Communication:</u> learners should participate in meaningful interaction in the classroom through some group and peer activities. There are many different moments during the lesson:</p> <ul style="list-style-type: none"> - the time in which the teacher speaks and explains to learners; - the time in which there is an exchange of information, thoughts and words between the teacher and the group class; - the time in which the children can speak, according to the group class rules, can express the known vocabulary and new words, can interpret facts and build up inferences, can communicate thoughts and ideas, can think and ask. <p><u>Cognition:</u> the children are asked to express their thoughts and ideas about the different types of lines and their peculiarities from concrete and visual activities, to remember previous information (about Geometry, English language, Art, Maths), to infer some definitions, classify into some groups the</p>

	<p>different lines, observing their peculiarities, compare and explain what kind of lines' separation can be done.</p> <p><u>Culture</u>: during an activity the children are asked to re-trace some drawings' lines with some woollen yarns. Some of these drawings are street signs (two have got a circle shape, two have got a triangle shape and two have got a square shape). The teacher focuses the attention on these types of street sign, asking the children if they have ever seen these objects and where, and reasoning about their usefulness, their meaning and the relationship between their shapes and their meaning (e.g.: the triangle street is a yield sign, the circle sign means prohibition or obligation, etc..).</p> <p><u>Language items</u>: adjectives, shapes, colours, numbers, name of the lines, specific and formal language, impersonal pronouns, "to be" and "to have got" in simple present, question words (what, where, when).</p>
Final task	<p>The <u>final task</u> includes a worksheet with an exercise, that the children have to do individually: the learners have to recognize the different types of line, colour them in the right way and match them to the right definitions.</p> <p><u>Assessment method</u>: at first learners compare and check their job in pair. Then the whole class checks the exercises with the teacher.</p>
Timetable fit	<p><u>Content</u>: Geometry's topics: to recognize and to name some geometrical shapes (circle, square, triangle and rectangle), that they have already done during the year. English' topics: to know some common words from the topics they have learnt or they have daily heard (sun, cloud, kite, ball, balloon, square, circle, etc..).</p> <p><u>Cognition</u>: Remembering information and reviewing learning about previous knowledge, defining objects.</p> <p><u>Communication</u>: Learners should respect their speaking time in group and try to be closely involved in the group and peer activities.</p> <p><u>Culture</u>: Learners should know that there is an highway code that has to be respected.</p> <p>The teacher guides the activities and checks the previous knowledge through: having easy questions (closed question –yes/no/only a word) repeating and emphasising the word keys they have already known, encouraging and stimulating the children's participation, supporting them if they have difficulties, showing images and telling words that are close to their world and their vocabulary, giving one or more clear examples, proposing moments in which they can work in an active and concrete way, waiting the necessary time.</p>
Anticipated problems and solutions	<ul style="list-style-type: none"> - The children are not used to work in group or in pair; they probably don't have an appropriate attitude during the group activities. At the beginning of the lesson the teacher can repeat the most important rules of working in pair or in group - There can be who always speaks and who never speaks. The teacher has to focus on class and small group activities and give everyone the opportunities to speak, especially to whom is tidier or usually has to be encouraged to speak. - One hour is too short to develop this lesson; it takes more time. For this reason it is going to be organised in two hours, so that the activities

	won't be done quickly and worse.
Resources & materials to be used	<p>Materials during the lesson:</p> <ul style="list-style-type: none"> - some ropes (used at the beginning of the lesson by the teacher) - some woollen yarns (used by children) - 20 different simple pictures (one for each child); the images have got a geometrical shape –wavy, broken and both of them lines, closed and open lines- (drum, mountain, waves, ice-cream, street sign, labyrinth, spiral, etc...) - a squared paper for every children, where they have to copy their picture's lines - a worksheet (prepared by the teacher) with the most important rules and keywords that learners have learnt during the lesson: this worksheet includes images and keywords. - a worksheet (prepared by the teacher) with two reviewing exercises to check if and what children have really learnt: this worksheet includes images and keywords.

Stage	Aim	Procedure	Materials	Interaction	Timing
WHAT KIND OF SHAPE CAN I BUILD WITH THIS ROPE?	<p>1. to review some words they should already know (sun, cloud, kite, ball, balloon, square, circle, little, big, long, etc..)</p> <p>2. introduce the word <i>line</i> and make the children understand what it is.</p> <p>3. introduce new words (wave, street light, street sign, lollipop, ...).</p> <p>3. Make the children understand that we can do different drawings and shapes with the line.</p>	<p>The teacher uses some long ropes as lines and draws on the floor some shapes/drawings. The children are sitting in circle and look at the teacher and to what she is doing. The teacher explains them that she can do many drawings with the ropes and the children try to say what she is doing, using the imagination (e.g. a big ball, a little house, a long snake, a street light, a big heart, an egg-timer, the mountains, the waves, a cloud, a balloon, a kite, a simple square, a simple triangle,...): these are images very close to the children's world.</p>	ropes	Teacher to children and children to teacher; it's a plenary work.	15 minutes

NOW IT'S YOUR TURN WITH WOLLEN YARNS	<ol style="list-style-type: none"> 1. to line the image's circuit or other specific lines, depending on the picture. 2. to copy the lines in the right way on the squared paper. 3. to understand what an image's circuit is. 	<p>The teacher gives each learner one worksheet with an image, which is different from each other and represents something real or fantastic (a house, a star, broken lines, etc..), a squared paper and some woollen yarns.</p> <p>At first learners cut the woollen yarns and paste them on the image's circuit.</p> <p>Then they copy their image's circuit on the squared paper, using the pencil.</p>	<p>Woollen yarns, 20 Worksheets, Squared paper, Pencil, rubber, scissors and glue</p>	<p>Individual activity</p>	<p>10 minutes</p>
WHAT KIND OF IMAGE HAVE YOU GOT? AND WHAT DIFFERENCES DO YOU NOTICE?	<ol style="list-style-type: none"> 1. to learn rules about working in little group. 2. to recognize different kind of lines (straight line, opened and closed broken lines, opened and closed wavy line, opened and closed straight and curve/mixed lines) 3. to express thoughts and ideas about different images and consequently about different types of lines and their peculiarities starting from the images 	<p>The teacher divides the class into five little groups (4 children per group); the children of the same group have got 4 different kind of image (e.g. one with opened zig-zag line – the mountains-, one with closed broken lines -a house-, one with opened wavy line –sea's waves- and one with straight and curve lines –building blocks-).</p> <p>The children try to explain in little groups what are the differences among their images, supported by the supervision and some guide questions by the teacher (e.g. look at the lines, what lines are "soft"/"hard", what lines are longer/shorter, what lines turn back to the line's starting point, ecc..)</p>	<p>4 worksheets and 4 squared papers</p>	<p>Little groups (4 children per group)</p>	<p>5 minutes</p>
OUR LINES' MUSEUM	<ol style="list-style-type: none"> 1. to review some English words they should know 2. to learn new words and to improve the children's English vocabulary. 3. to classify the 	<p>The teacher asks A. (the child with a short attention span) to help her to hang the squared papers with drawings on the blackboard and names this activity "OUR LINES' MUSEUM". She invites learners to</p>	<p>Squared papers, Blackboard and chalks</p>	<p>Plenary activity: Teacher to students and students to teacher.</p>	<p>15 minutes</p>

	<p>images into different groups, starting from their features.</p> <p>4. to introduce the functional language (straight line, braided and simple line, broken line/zig zag line, curved/wavy line, mixed/ straight and curve line, closed and open lines).</p>	<p>name the different images.</p> <p>Then the children have to think about and express the difference among the pictures.</p> <p>They are called to do orally a classification of the images, starting from the differences among the lines that make up the images.</p> <p>The teacher emphasizes and highlights the lines with different colours and divides the papers on the blackboard into the groups with the children's help; then she writes the right name of the types of lines (straight line, broken line/zig zag line, curved/wavy line, mixed/ straight and curve line); she uses different colours (one colour per each group) to evidence the differences more clearly.</p> <p>Then she circles the open and closed lines with two different colours, making the children notice that the lines are different not only for their structure, but also for their "direction".</p>			
CULTURAL TOPIC: ROAD SAFETY	<p>1. to introduce some important road safety's rules through some types of street sign.</p> <p>2. to recognize and to know some types of street signs, starting from their shapes and colours.</p>	<p>The teacher focuses the attention on some images which represent some types of street signs which have got different shapes and colours: two have got a circle shape and are red and white or blue and white (it means that you are under the prohibition or the obligation to do something –no thoroughfare, no entry, obligatory direction, ..), one has got a triangle shape and is red and white (it is a yield sign), and two have got a</p>	<p>Images of some types of street signs.</p>	<p>Plenary activity: teacher to students and students to teacher.</p>	<p>15 minutes</p>

		<p>squared shape and are blue and white (they give information). She asks children if and where they have already seen these things, if they know what they are, etc... Then she discusses with them about the importance of following and respecting road safety's rules. (With more time, it could be nice to go out on the street to look for some of these street signs, count them, look at the place where they are,...).</p>			
THE LINES	<p>1. to evidence the specific language in a written way.</p> <p>2. to summarize clearly the most important rules</p>	<p>The teacher gives each learner a worksheet with the most important rules of this Geometry's topic; there are keywords and images. All together read the worksheet. The teacher makes sure that everybody has understood.</p>	Worksheet with keywords and images	Plenary work	10 minutes
FINAL TASK: HAVE I REALLY UNDERSTOOD?	<p>1. to check if and what the children have understood.</p>	<p>The teacher gives every learner a worksheet with an exercise to check if they has understood. The learners have to recognize the different types of line, colour them in the right way and match them to the right definitions.</p>	Worksheet: final task Pencil, coloured pencils	Individual work	15 minutes
CORRECTION IN PAIR AND WITH THE WHOLE CLASS	<p>1. to check learners' knowledge and functional language</p> <p>2. to review the most important information if necessary.</p>	<p>At the end of the previous individual activity, children are asked to compare and check the exercises in pair and then with the whole class and the teacher. The teacher reopens the exercise on the blackboard, so that everybody can see and participate. (At the end of the topic's explanation the teacher with learners can build a big poster and hang it on the wall.)</p>	Worksheet: final task Blackboard and coloured chalks.	In pair and then the whole class (plenary activity).	15 minutes