

## TKT CLIL LESSON PLAN

<b>Teacher's name</b>	<b>Marcella Buganza</b>
<b>Date</b>	<b>24/05/2015</b>
<b>Time</b>	<b>1 hour and a half</b>
<b>Subject</b>	<b>Science</b>
<b>Class</b>	<b>Third class</b>
<b>Group profile</b>	<b>Strengths:</b> <ul style="list-style-type: none"> <li>- the class is used to work independently when needed and work well in teams</li> <li>- most of the students are interested in science and they like making experiments</li> </ul>
	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>- language level is still low</li> <li>- students' number is small, so it's difficult to change frequently the setting of the groups</li> <li>- they have never done CLIL</li> </ul>
<b>Learning Outcomes</b> (most learners)	<p><b>Subject outcomes</b></p> <p>The students should be able:</p> <ul style="list-style-type: none"> <li>-to understand the water cycle and that water changes its physical state within the cycle</li> <li>-to explain the water cycle</li> <li>-to describe the water cycle</li> <li>- to know how to explain and interpret a range of diagrams</li> </ul> <p><b>Linguistic outcomes</b></p> <ul style="list-style-type: none"> <li>- to become familiar with the basic terminology of water cycle</li> <li>-to understand the expressions: <i>water cycle, precipitation, evaporation, condensation</i></li> </ul>
<b>Final task</b>	To understand and describe the water cycle with the help of a wheel (peer assessment)
<b>Timetable fit</b>	<p>The topic will be done in 3 lessons. This lesson plan is the last part of the project (24/5/2015) which will include:</p> <ul style="list-style-type: none"> <li>-18/5/2015 (1 hour and a half) the water : the different sources of water and the characteristics of water, the different states of water</li> <li>-20/5/2015 (1hour) the weather (it rains, it's snowy...)</li> <li><b>-24/5/2015 (1 hour and a half) the water cycle</b></li> </ul>
<b>Anticipated problems and solutions</b>	<p>Problem: students' energy levels will be high and they will not be focused on the lesson or they will be bored with this lesson.</p> <p>Solution: To do engaging activities to capture their attention</p>

<b>Resources &amp; materials to be used</b>	<p>Resources and materials: white board, blackboard, pencils and sheets of paper, flashcards, diagrams, pictures, text, worksheets, scissors, glue.</p> <p>Websites used:</p> <p><a href="http://www.youtube.com/watch?v=1EXR1jlkBpE">http://www.youtube.com/watch?v=1EXR1jlkBpE</a></p> <p><a href="http://www.youtube.com/watch?v=v4wIVJCAbfk&amp;NR=1">http://www.youtube.com/watch?v=v4wIVJCAbfk&amp;NR=1</a></p>
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Stage	Aim	Procedure	Materials	Interaction	Timing
1	Activate pupils prior knowledge on the topic <i>Water Cycle</i> using diagrams	<p><a href="http://www.youtube.com/watch?v=1EXR1jlkBpE">http://www.youtube.com/watch?v=1EXR1jlkBpE</a></p> <p>The teacher asks students listen to the sounds and individually to brainstorm all the ideas, words they have about water (<i>cloud, rain, snow, river, sea, lake...</i>).</p> <p>Pupils work in pairs or groups of four and discuss how the words they have brainstormed could be related to the topic and what they should add to the list (possible code switching)</p> <p>The teacher writes all the words using a mind map.</p> <p>The teacher writes the title of the lesson “<i>The water cycle</i>” on the board.</p> <p><i>Whole group discussion:</i> what they already know about <i>water cycle</i> (possible code switching)</p> <p>Every group tries to fill a cycle diagram (prepared by the teacher) about <i>water cycle</i> with the words found.</p> <p>The teacher gives pupils time to stop and think</p>	White board, blackboard, pencil and sheets about cycle diagram	Pupils work in pair, in group, in plenary identifying, ordering, comparing, classifying	25 minutes
2	Give content and language (content-obligatory language) to explain what the <i>water cycle</i> is	<p>Pupils watch the video “<i>A Drop of Water</i>”.</p> <p><a href="http://www.youtube.com/watch?v=v4wIVJCAbfk&amp;NR=1">http://www.youtube.com/watch?v=v4wIVJCAbfk&amp;NR=1</a></p> <p>The teacher asks pupils to complete the list of words connected with the water in the mind map on the blackboard</p> <p>Then he/she plays the video for the second time and he/she encourages students to find the answer orally to the following question: <i>What is the water cycle?</i> (possible code</p>	White board, blackboard, flashcards, diagrams, pictures	Pupils work individually or plenary discussing, defining, hypothesising, identifying	25 min

		<p>switching)</p> <p>Then he/she explains the water cycle with the help of the video, diagrams and pictures which show segments of the water cycle.</p> <p>The teacher introduces the specific terms (<i>water cycle, precipitation, evaporation, condensation</i>) and explains them in simple sentences and using some pictures.</p> <p>The teacher sticks the segments of the water cycle on the blackboard and describes one segment of the water cycle</p> <p>One student comes in front of the blackboard and has to guess that specific segment.</p> <p>The teacher explains one segment after the other, repeating the activity and then removes the segments from the blackboard.</p>			
3	Practice reading strategy understanding and answering some questions about a text	The teacher reads the text “ <i>Water cycle</i> ” ( <i>worksheet 1</i> ). The children read again the text and then, divided in groups of four, answer to some open or closed questions about it.	Text	Pupils read together and individually	20 minutes
4	Describe the water cycle	<p>The students, divided in pairs, receive the worksheets about the water cycle wheel (<i>worksheet 2</i>). They cut them out and put them in the right order and then they stick the parts onto a piece of paper to make the water cycle wheel.</p> <p>The teacher sticks the big segment again on the blackboard for corrections</p> <p>The students work in pairs, choose one segment of the wheel and have to remember a word or a sentence about that segment.</p>	Worksheets, scissors, glue, paper	Pupils work in pairs remembering, ordering and speaking	20 minute