

A2. Progetto MIUR “E-CLIL- Laboratori di apprendimento/secondo ciclo”

CLIL EXPERIENCES: HOW TO MAKE STUDENTS TRUE ACTORS OF THEIR LEARNING
 s.y. 2016/2017 **RETE CLIL COMO - improving together**

► **TITLE LESSON PLAN...**

Teachers	Di Martino, Palladino, Soldani, Tangredi	Term : Beginning of the second term
Subject/ Topic	Technology/Science: Baking for cooling	
Learning Outcomes	Concepts	It is not necessary to use the oven to prepare this cake Learn to calculate the calories of the ingredients. How much can I eat of.....to be healthy?
	Language	Food (Yolks, whites), countable and uncountable nouns; verbs: beat, add, mix, pour, dip, line, spread, cover, dust.
	Procedures	First Lesson: 10' warming up, (Known recipe, favourite dish) 15' Brainstorming: building a spidergram about food 10' watching video about cakes and desserts 20' questions for comprehension 5' Homework: study new vocabulary (words and verbs) Second Lesson: 10' revising homework to test the new vocabulary 10' watching a video about the food pyramid 30' working groups to create cards of the different type of nutrients (carbohydrates, sugars, proteins, fats, vitamins, minerals, water) 10' game with cards matching their cards and the type of nutrients on the pyramid as quickly as you can! Third Lesson 15' Brainstorming the students search for some ingredients they can use to make cakes or desserts without using the oven. 15' Work in group (1-2 students) Complete the copy calculating the kcal using the formula Kcal= D*P/100 reading the table of the food density 15' Students are able to recognize if their favourite dish is healthy or unhealthy

Personal aim	Students have to realize an Italian recipe (dessert) and explain / present their work
Group profile	Second Class
PREREQUISITES	Words about foods, objects used to cook; use of Imperative and simple past, v. Can To be able to do simple maths operations; draw/read a table;
Time	4 hours
Interaction	students work in small groups (2-3 students), take notes (new vocabulary) while they are watching a video about a different recipe and exchange their written words.
Challenges	Procedures, quantity and quality concepts

Materials, methods, instruments	
STUDENT S' PRODUCT	Poster.... Video...

Procedure (T = teacher S = students)

les son	Aim	Procedure/activity with students T→S S ↔ S S ↔T	Time
0	-To activate previous knowledge	The unit is planned at the end of the 3 rd year, and students during the summer have the homework of reading and beginning studying new terms from textbooks Paola Briano Chemistry Edisco pag 290-294 Grasso Melchiori INTO SCIENCE CLTT pag 21-30	Free In summertime
1	-to describe activity of the unit to clarify aims -to revise terms and definition already studied	Attachment.1 about all link resources on Classroom Attachment.2 about text read in the last summer about new terms and rules 2.attach.safety lab.activity A-G ▶ A.LAB rules and safety video https://www.youtube.com/watch?v=VRWRmIEHr3A&list=PLZU0kCuJoRQ9kITVHrfRNNKqqBul3V6F2 9' Lab Techniques & Safety: Crash Course Chemistry #21	10' 30' 20'

2	<p>-to verify knowledge In group</p> <p>-To know best practice in lab</p> <p>-to know international and European rules about chemicals</p> <p>-to increase awareness about safety</p>	<p>▶ A.LAB rules and safety</p> <p>-ACTIVITY: LOOP GAME attach.3 3.attach.RULES loop game</p> <p>-discussion of rules</p> <p>-From Royal Society of Chemistry rules of REACH read the texts together and</p> <p>Attach.4 Attach.5 Attach.6</p> <p>Read-discussion-activity in pairs with questions</p>	<p>20'</p> <p>40'</p>
3	<p>-To revise</p> <p>-To enforce concept</p> <p>-To listen to correct pronunciation</p> <p>-to move into details of regulations and international agreements</p>	<p>▶ A.LAB rules and safety</p> <p>Video</p> <p>https://www.youtube.com/watch?v=RhIOYhOvCsQ&wmode=transparent&rel=0 3,5'</p> <p>https://www.youtube.com/watch?v=h8GLmc1UBVk 11'</p> <p>about international rules</p> <p>Attach.7 Attach.8 Attach.9</p> <p>Read-discussion-activity in pairs with questions</p>	<p>30'</p> <p>30'</p>
4	<p>-to understand how handle toxic chemicals</p> <p>-to increase awareness about environment problem</p> <p>-To revise</p>	<p>▶ A.LAB rules and safety</p> <p>About best practice general Chemicals and environment issue</p> <p>Attach.10 Attach.11</p> <p>-ACTIVITY from attach.14</p> <p>14attach. -open cloze - gapped text hazard</p>	<p>30'</p> <p>30'</p>
5	<p>-to know international and European rules about chemicals</p>	<p>▶ A.LAB rules and safety</p> <p>-Revise 4.attch.SAFETY.REACH.echa and Example of Student Safety sheet of Methanol from CLAPPS</p> <p>Attach.12</p> <p>Read-discussion-activity in pairs with questions</p>	<p>30'</p> <p>30'</p>
6	<p>-to learn specific terms about lab equipments</p> <p>Glassware and instruments</p> <p>-to strengthen communication skill</p>	<p>▶ B.LAB equipment</p> <p>ACTIVITY</p> <p>-revision: PART F-G of 2.attach.safety lab.activity A-G</p> <p>1-what is made of...2-what is used for.....3-how it works...</p> <p>- practice from:</p> <p>http://chemistry.about.com/od/chemistrylabexperiments/ss/Chemistry-Laboratory-Glassware.htm#step1</p> <p>Video https://www.youtube.com/watch?v=A3JxpMU63s 14'</p>	<p>30'</p> <p>30'</p>

7	<p>-to learn specific terms about lab equipments Glassware and instruments -to strengthen communication skill</p>	<p>► B.LAB equipment</p> <p>Video https://www.youtube.com/watch?v=Ea4KYLSO-Vo 4'</p> <p>ACTIVITY 13.attach.loop game LAB EQUIPMENT</p>	<p>20'</p> <p>40'</p>
8	<p>-to learn specific terms about lab equipments Glassware and instruments -to strengthen communication skill</p>	<p>► B.LAB equipment</p> <p>Practice about instruments: sharing pictures and describing them in group of 4</p> <p>Video https://www.youtube.com/watch?v=JKRf0Qcca6Y 9'</p> <p>EXTRA TIME to be completed : posters about Safety and Equipment that will be placed in our lab</p>	<p>40'</p> <p>20'</p>