

**CLIL EXCELLENCE MODULE/LEARNING UNIT PLAN FORMAT**

**Primary School<sup>1</sup>**

SCHOOL: XXXX BEI Class: XX

Subject/s: SCIENCE Module/Unit Title: Energy everywhere

Duration/Time: 3 lessons (6 hours)

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| <b><u>Learning Outcomes</u></b>                                       | <b><u>Content</u></b>   | <ul style="list-style-type: none"><li>- To identify some different sources of energy</li><li>- To find out how energy is used and where it comes from</li><li>- To learn about the difference between renewable and non-renewable sources</li></ul>  |
|   | <b><u>Communication (Language)</u></b><br><br><b>Language of learning</b><br><br><b>Language for learning</b>   | <ul style="list-style-type: none"><li>- To use specific, scientific vocabulary</li></ul> <p>Energy, renewable, non-renewable, solar power, tidal power, ability to work, save energy, sources...</p> <p>Express origin (It comes from...); describe (it is renewable, you obtain it from....); compare (this type of energy is ..., this other type is...)</p> |
|   | <b><u>Cognition (Thinking skills)</u></b>   | <ul style="list-style-type: none"><li>- To understand concepts (energy, sources, renewable, ...); to compare different types of energy; to give reasons; to make conclusions.</li></ul>  |
|   | <b><u>Culture</u></b>   | <ul style="list-style-type: none"><li>- To understand the importance of energy and the necessity to use it in a responsible way</li></ul>  |
| <b><u>WALT</u></b><br><br><b><u>(What are we learning to ...)</u></b> | <b><u>At the end of the Module/Unit, children</u></b> <ul style="list-style-type: none"><li>○ <b>will know</b> what energy is and <b>will know</b> about the sources that give things energy</li><li>○ <b>will be able to</b> recognize the importance of energy in everyday life</li><li>○ <b>will be aware of</b> a responsible use of energy</li></ul> |  |
| <b><u>Language structures/ Vocabulary</u></b>                         | <b><u>Verbs be/have got: simple present</u></b><br><b><u>Third person singular of many verbs</u></b><br><b><u>Energy and related vocabulary (solar, wind, ...)</u></b>  |  |
| <b><u>Materials/ Resources</u></b>                                    | <u>IWB with internet connection (Videos, Pictures, quizzes ...)</u><br><u>Blackboard</u><br><u>Worksheets</u>   |  |

<sup>1</sup> Adapted from a British Council Lesson Plan Template

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| <b><u>Assessment</u></b> | <p><u>Formative assessment</u>: at the end of the unit the teacher will give the children a brief oral report about their behaviour and their work</p> <p><u>Summative assessment</u>: a test about energy and its different types (test 1);<br/>A test about renewable/non-renewable types of energy (test 2)</p> <p><u>Final self assessment</u>: Children will be invited to evaluate their group work and their own work inside the group</p> |
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**CLIL EXCELLENCE SINGLE LESSON PLAN FORMAT**

*LESSON format to be repeated for each lesson of the unit/module*

**Each unit/module follows the steps you can see in STAGE, these steps are developed in various lessons**

**Lesson 1: What is energy ? (2h.)**

| <b>WALT (What are we learning today -at the end of the lesson-...) : pupils identify what energy is and identify the sources that give things energy.</b> |   |   |   |                                   |                    |                 |
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| <b>Stage</b>  | <b>Aim</b>  | <b>Procedure</b>  | <b>Language structures and vocabulary:</b>  | <b>Materials</b>                  | <b>Interaction</b> | <b>Timing</b>   |
| <b>e.g. Introduction /Lead in</b>   | Teacher captures the children's interest and activates prior knowledge. | Activity:<br>Chiediamo ai bambini di pensare a tutto ciò che, nelle loro case, produce luce: Le possibili risposte sono molte, lasciamo che i bambini ci rispondano in italiano, ma poi, insieme, ripetiamole in inglese: luci sul soffitto, le lampade da tavolo, la televisione, il computer, il forno acceso, ...<br>(Per aiutarli avremo preparato una serie di immagini da proiettare sulla LIM).<br>Invitiamo i bambini a dirci come mai tutti questi congegni ci danno luce. Qualche bambino risponderà che è merito dell'elettricità. | <i>"Think of any objects in your house that give us light".</i><br><br><i>Ceiling lights, table lamps, televisions, computers, the oven when it's on, ...</i><br><i>"How is it possible that all these things give us light?". "Because of electricity!". "That's correct! Let's find some more!"</i> | IWB, pictures prepared in advance | Whole class        | <b>15 mins.</b> |
| <b>e.g. Content input</b>   | T. introduces the content   | Activity:<br>Nel mezzo della lavagna/LIM scriviamo in grande la parola <b>ENERGY</b> e facciamo un'attività di brainstorming chiedendo ai bambini di dirci tutto quello che viene loro in mente sull'energia.   | <i>"Let's brainstorm. What do you know about energy?".</i>  | IWB/blackboard<br>Paper           |                    | <b>20 mins.</b> |



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| <p><b>e.g. Output</b></p>     | <p>Children use new content and language through 4 skills (listening, speaking, reading, writing)</p>  | <p>Activity 1:<br/>proponiamo ai bambini una breve lettura <i>"The tale of Johnny Energy Seed"</i>. Forniamo ai bambini una fotocopia che avremo, nel caso, semplificato ulteriormente.<br/>Assicuriamoci che i bambini abbiano compreso la lettura ponendo una serie di domande di comprensione.</p> <p>Activity 2:<br/>Dopo aver diviso la classe in piccoli gruppi (circa 6/7 gruppi di tre bambini ciascuno), affidiamo a ciascun gruppo una sezione della storia. Chiediamo ai membri del gruppo di disegnare e scrivere la didascalia per la parte assegnata.<br/>A lavoro concluso componiamo un grande poster con tutte le sezioni della storia.</p> | <p><i>"Who is Johnny Energy Seed?<br/>Which kind of energy does he use in his field?<br/>What happens to J.E.S.'s seeds?<br/>How can he use his plant's energy?<br/>What does he do with his plants? ..."</i></p> <p><i>"Each group is going to prepare a drawing of a section of the story. Draw the main event and write a caption to explain it".</i></p> | <p><a href="http://www.need.org/files/curriculum/guides/energystoriesandmore.pdf">http://www.need.org/files/curriculum/guides/energystoriesandmore.pdf</a><br/>The story is at pag.14<br/>Photocopies of the story</p> <p>Paper/Crayons</p> | <p>Whole class</p> <p>Small group</p> <p>Whole class</p> | <p><b>15 mins.</b></p> <p><b>20 mins.</b></p> <p><b>10 mins.</b></p> |
| <p><b>e.g. Assessment</b></p> | <p>Children show their interest and what they acquired.<br/>Teacher observes, checks, gets and gives feedback about learning.<br/><br/>(Remedial work or Move on).</p> | <p>Formative assessment for the lesson:<br/>The teacher observes the children during the lesson.</p> <p>Self assessment for the lesson:<br/>The teacher asks the children to evaluate their group work</p> <p>Summative assessment (when / if necessary/possible)<br/>The teacher asks the children to imagine</p>   | <p><i>"What would a day be like without any energy?"</i></p>   | <p>Plenary</p> <p>Individual work</p>   |  | <p><b>10/15 mins.</b></p>  |

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|  |  | <p>a day without energy (no electrical instruments at home, no sun ...) and write their opinion on a piece of paper.<br/>This could be the learning unit final test.</p> | <p><i>Would you enjoy this?</i><br/><i>If yes, why?</i><br/><i>If no, why?</i><br/><i>Give reasons for your opinion.</i></p> |  |  |  |
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