

CLIL lesson plan	
Subject/content	History
Teaching aims/ learning outcomes	<ul style="list-style-type: none"> ○ Ss should know: <ol style="list-style-type: none"> 1. Know shortly, the history of the dinosaurs from the Triassic to the Jurassic; 2. Know the main dinosaurs; 3. Identify the principal parts of the dinosaurs’s body; 4. Know the difference between carnivores and herbivores; 5. Recognise written form of key language; 6. Build short sentences; 7. Follow instructions. ○ Ss should be able to: <ol style="list-style-type: none"> 1. Know shortly, the history of the dinosaurs from the Triassic to the Jurassic; 2. Know the main dinosaurs; 3. Identify the principal parts of the dinosaurs’s body; 4. Know the difference between carnivores and herbivores; 5. Build with colored cardboard their own dinosaur; 6. Interact adequately with the communicative situation; 7. Recognize written form of key language; 8. Follow instructions. 9. Read a short text. ○ Ss should be aware: <ol style="list-style-type: none"> 1. Remembering different types of knowledge. 2. Ordering informations, reviewing learning, checking understanding, identifying, matching, labeling, naming, reasoning, applying knowledge, listening, handling, assembling. 3. Making short sentences; Talking about dinosaurs.
Prerequisites	<p>Understanding simple oral messages and simple descriptive texts, asking for explanations, following instructions, handling.</p> <p>Knowing the fundamental aspects of Prehistory.</p> <p>Using the time line to place facts. Having an English basic level.</p>
Language level	English A1

<p>Content aims</p>	<ol style="list-style-type: none"> 1. Know shortly, the history of the dinosaurs from the Triassic to the Jurassic; 2. Know the main dinosaurs; 3. Identify the principal parts of the dinosaurs's body; 4. Know the difference between carnivores and herbivores; 5. Recognize written form of key language; 6. Build short sentences; 7. Follow instructions; 8. Reviewing learning.
<p>Communication aims (content-obligatory language v content-compatible language)</p>	<p>Language of learning (subject-specific)Dinosaurs: Diplodocus, Stegosaurus, Eoraptor, Deinonychus, Velociraptor, Brachiosaurus, Tyrannosaurus Rex, Spinosaurus, Triceratops, lizard, raptor. Carnivourous, Herbovore. Earth history: Triassic, Jurassic, Cretaceous; Paleontologist; Fossils; Asteroid; Plant: Conifers, Ferns. 250 million, 65 million. Three, four. Body parts: bones, back, legs, head, tail, claws, teeth, horns, neck, body, jaws, brain, arms.</p> <p>Language for learning (subject-compatible): eras, time, years, ago, history, land, animals, plants, shapes, size. word, king, lizard, thief, meat, roof, plant, eater, speed, positons, balance, attack, body, bones, back, legs, head, tail, horn, neck, arms, claws, teeth, horns, neck, body, jaws, brain, arms.</p> <p>Verb: Lived, were, ate, walked, had, was, helped, colored (Past tense). Means, make, glue, build, take home, cut, assemle, (Present tense).</p> <p>Adjectives: Long, important, their (adj. Possessive), other, many, different, dangerous. Enormous, long, heavy, fast, small, large, strong, big. Powerful, large, flexible, huge, tiny, different.</p> <p>Personal pronouns: Them, they.</p> <p>Prepositions: on, between, into,.</p> <p>Articles: a, an, the.</p> <p>Expression: Very long time ago, different sorts of, most important, most dangerous, divided into.</p>

	<p>Language structures: What is it? What does the word Dinosaurs mean? What kind of Dinos do you know? When did they live? What were they like? What they ate? What caused their extinction?</p> <p>Language through learning (emergent language-cannot be predicted in advance) Knowing and using a more specific vocabulary. Using sentences in the present and in the past. Using new adjectives. Using superlative. Using time connectives.</p>
Cognition aims	<p>○ HOTS & LOTS Naming, ordering, sequencing, explaining, recognising, identifying, labeling, telling, matching, assembling, handling. Remembering, understanding e making sense out of information.</p>
Culture aims	<p>Establishing respect for animals as living things. Understendig the importance of the universe’s history</p>
Procedure	
Intro/lead-in: brainstorming, checking Ss’ previous knowledge	<p>10 minutes: To introduce learners into English, teacher and students, greet each other. Teacher ask: How are you today?</p>
Warm up: expanding knowledge and specific language	<p>To help students understand what the lesson will be about and what is important, teacher will put on the IWBs an image of dinosaurs then she will say : “Today we are going to talk about Dinosaurs”.</p> <p>Different types of dinosaurs. Different parts of dinosaurs body. How dinosaurs lived. What they ate. How the dinosaurs became extinct.</p>

<p>Activities and tasks (stages): cognitive skills, R/S/W/L and communicative skills, practicing subject-specific language (for the 4 Cs)</p>	<p>Task 1 “A mind map” After this previous reviewing learning, we write on the blackboard all the words spoken by the children and we create a mind map, we can also accept terms in Italian and then translate them, (Scaffolding). We can also expand our mind map, with other questions: What does the word Dinosaurs mean? What kind of Dinos do you know? When did they live? What were they like?</p> <p>Task 2 “Dinosaur world” To activate knowledge, students are going to: pay attention, listen very carefully, work hard. Vocabulary: Students are going to use specific language: Paleontologist; Dinosaurs: Diplodocus, Stegosaurus, Eoraptor, Deinonychus; Earth history: Triassic, Jurassic, Cretaceous; Fossils; Asteroid; Plant: Conifers, Ferns. 250 million, 65 million. Students are going to use compatible language: eras, time, years, ago, history, land, animals, plants, shapes, size. Verb: Lived, were, ate. Adjectives: Long, important, their (adj. Possessive), other, many, different, dangerous. Personal pronouns: Them, they. Prepositions: on, between, into. Articles: a, an, the. Expression: Very long time ago, different sorts of. Language structure: most important, most dangerous, divides into. Students are going to play a game: “Pretende to be a paleontologist”. Students are going to play a game: “Build a dinosaur”.</p> <p>Task 3 “New knowledges” During this topic, students are going back to their seats, teacher tells them, what they have to do: Teacher present them some cards with dinosaurs’s images: Students have to name it and color it.</p>
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Teacher present a worksheet with some descriptions of dinosaurs: Students have to label the right name of dinosaurs and match it to their descriptions.

Students are going to present their work.

Vocabulary:

Students are going to use specific language: Stegosaurus, Velociraptor, Brachiosaurus, Tyrannosaurus Rex, Triceratops, lizard, raptor. Carnivorous, Herbivore. Three, four.

Pupils are going to use compatible language: word, king, lizard, thief, meat, roof, plant, eater body, bones, back, legs, head, tail, horn, neck, arms.

Verb: Means, (Present tense). Walked, had, was, (Past tense).

Adjectives: enormous, long, heavy, fast, small, large, strong, big.

Task 4 “ The King”

In this task, teacher will give more informations about one of the most popular dinosaurs and informations about some of the most important dinosaurs’s body parts.

After having assimilated the knowledge they will work in pair and label the T-rex body parts.

Vocabulary:

Students are going to use specific language:

Body parts: bones, back, legs, head, tail, claws, teeth, horns, neck, body, jaws, brain, arms.

Students are going to use compatible language: speed, positions, balance, attack, bones, back, legs, head, tail, claws, teeth, horns, neck, body, jaws, brain, arms.

Verb: helped (Past tense).

Adjectives: powerful, large, flexible, huge, tiny, different.

Task 5: “ The project”

By the end of this lesson, children should have expanded their knowledges about dinosaurs and to make them even more involved, divided in groups, they will build their own dinosaur, to take home.

Verb: Make, glue, build, take home, cut, assemble, (Present tense). Colored (Past tense).

Task 6: “Assessment”

To be sure, that children have assimilated the informations, at the end of the unit we will proceed to the game checks: as Wordsearch and Self assessment.

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Timing of activities	<p>Intro: 10 minutes</p> <p>Warm-up: 20 minutes</p> <p>Task 1: How long? 30 minutes</p> <p>Task 2: 60 minutes</p> <p>Task 3: 60 minutes</p> <p>Task 4: 60 minutes</p> <p>Task 5: 60 minutes</p> <p>Task 6: 60 minutes</p>
Interactional patterns for each task: plenary, individual, pair, group work	<p>Task 1: Work in Plenary. Desks arranged in a horseshoe.</p> <p>Task 2: Circle time. Work by playing. Digital learning.</p> <p>Task 3: Cooperative learning: Group work, (island desks).</p> <p>Task 4: Cooperative learning: Work in pair.</p> <p>Task 5: Learning by doing.</p> <p>Task 6: Work individually.</p>
New/revisited vocabulary , linguistic structures, linguistic functions	<p>Key language and communication strategies.</p> <p>Referential questions: What do you know about dinosaurs?</p> <p>Display questions: Where dinosaurs live? What happened to them?</p> <p>Procedural questions: Can you label it? Can you assemble it?</p>
Resources/materials: visual organizers, worksheets, ICT...	<p>Black board.</p> <p>IWBs</p> <p>Web.</p> <p>Dinosaurs images.</p> <p>Definition and short explanations.</p> <p>Basic word level: labels, highlighted key content vocabulary, capital letters, bold font, word banks, list of items and bullet points, short sentences.</p> <p>Basic text level from the book: "Dinosaur World" by Macmillan Factual Readers.</p> <p>Mind map.</p> <p>Time-line</p> <p>Storyboard.</p> <p>Flashcards.</p>

	<p>Games, animations: https://kidsdinos.com/dinosaur-games/ (Paleontologist). https://kidsdinos.com/dinosaur-games/dino-builder/ Pencils. Coloured pencils. Different images of dinosaurs. Scissors. Paper. Coloured paper Worksheet.</p>
<p>Wrap-up activities: consolidation (ex. game?)</p>	<p>“ Be a paleontologist”. https://kidsdinos.com/dinosaur-games/ “ Dino builder” https://kidsdinos.com/dinosaur-games/dino-builder/ “Wordsearch” https://www.kidspuzzlesandgames.co.uk/themes/dinosaurs</p>
<p>Assessment: ex. self- assessment through “can do statements”</p>	<p>1)Word search: a) “Dinosaur name word search”. b) “Dinosaur word search”. 2) My self evaluation: Color the right smile.</p>
<p>Follow-up: project proposal on culture and citizenship?</p>	