

<b>SUGGESTIONS FOR A CLIL SESSION</b>		
<b>Title of Mini- Module</b>	Ecosystems and Survival	
<b>Docente- docenti</b>	Sciences with the support of the English teacher	
<b>CERF LEVEL</b>	A1- B1	
<b>Time</b>	I/ II Term	
<b>Subject and content</b>	Ecosystem and its dynamics	
<b>Time needed</b>	3 /4 lessons	
<b>Materials</b>	Photocopies, texbook, ...	
<b>Web resources</b>	URLs, Videos, files	
<b>Tools and Instruments</b>		

### **DECISIONS TO BE TAKEN**

How to introduce the Module (alone with English colleague)  
 Who presents it?  
 Does the subject teacher work alone? If yes, what collaboration with the language teacher?

### **MODULE**

#### **How many units/lessons will the module consist of?**

(It will consist of a series of lessons that will be supported by a power point)

#### **Will SS be provided with materials during and at the end of the lesson/s?**

(At the end of each lessons SS will be handed in a photocopy with the printed form of the slides shown.)

During the lessons SS will be also provided texts and different materials useful as well as the URLs of resources used.

### **Objectives of the Module**

#### **State clear objectives to be reached**

Ex:

At the end of the module SS will be able to:

- report (what an ecosystem is, why it is important)
- report what makes it possible
- report the most important concepts of an ecosystem are
- report the keywords
- report single out the most relevant information from a text, video, image related to the content studied
- generate a .ppt or .pdf support summing up the most relevant concepts of an ecosystem
- report orally the content learnt with the aid of the support

#### **State content to be learnt**

Ex:

#### **Content to be learnt**

Topic: ecosystem

Definition/s

Related concepts and micro-language

**Ecology, Environment, Abiotic component**, (Temperature, Light, Water, Wind, Nutrients, Substrate (e.g., rock and soil), Periodic disturbances), **Biotic component, adaptation, ...)**

#### **Workings of an ecosystem**

#### **Behavioral ecology**

## Population ecology

### CLASS MANAGEMENT

#### What kind of teaching approach will be used? What kind of activities and management?

Ex: Activities should include:

- **Individual** ( tasks to be carried out by the single student)
  - silent reading,
  - underlining key words,
  - main info,
  - circling micro-language
  - schematizing
  - note-taking
  - microteaching as revision of the content studied
  
- **Pair Work**
  - sharing data collected
  - checking results of activities
  - preparing a map, diagram, table
  - ...
  
- **Group work**
  - Giving support, help, encouragement sharing procedures in process and production
  - pooling, discussing, negotiating planning and sharing ideas, points of view, results, data
  - writing, summing up and synthesizing texts
  - generating maps, diagrams, presentations

- **Plenary session**

Ss report results of group work to peers and teacher

#### Teacher's role

- Encourager
- Mediator
- Guide
- Coordinator
- ...

### ILLUSTRATE THE DIFFERENT STEPS OF LESSONS and PROVIDE RATIONALE

#### EX: POSSIBLE STEPS

1) **BRAINSTORMING ACTIVITY** (Time: 5-10 minuti).

#### Options

- *warm-up questions*
- Key words (on the blackboard / power point or .pdf support )
- image (OHP in Power Point)
- diagram
- table
- text

- summing up previous lesson
- video (voce or voice off)

### **Brainstorming follow up**

Gathering/collection of perception, information

### **RATIONALE**

Teacher gains a more detailed idea of SS previous Knowledge/perception on topic and can therefore better provide guide/support/stimuli in the next steps of the lesson/s

## **2) INTRODUCTION OF NEW INPUT**

Visual and audio support is always useful both in terms of cognitive support and in terms of language practice. Visual students and auditory students will receive benefit.

### **INPUT INTRODUCTION ACTIVITY/Activities**

#### **Individual reading/listening/watching**

The introduction phase may be more or less guided according to level of proficiency of SS, complexity of input, period of the lesson (last period of lesson of the day, other variables

### **3) Guided activity for correct comprehension**

- Provide glossary to support understanding of new words
- Answer questions
- Complete the sentence
- Match the sentence with paragraph
- Give a title to paragraph/image/flow chart

### **Interactive task for further level of comprehension**

#### **Pair work**

SS are asked to map the most relevant concepts and create a glossary of the necessary micro-language

SS are asked to be ready to report to teacher and peers

**Group work**(SS are asked to find out specific information: causes, examples, ..., or to find support to a concept or an argumentation in the text)

SS are asked to be ready to choose a reporter in a plenary session to share information

### **PLENARY**

The aim of a plenary is

- to move from questions (guide) to synthesis
- to generate a mapping visualizing concepts and their links, relations
- to describe a process through suitable support (map, chart, flowchart)

to check correct and suitable level of comprehension

## **FROM UNDERSTANDING TO PRODUCTION**

**N.B.** In case the topic/content/subject you are dealing with requires **a manipulative step of the learning –teaching process this will be the phase to organize and monitor it.**

**Pair work and group work are recommended to elicit social skill development and check**

**SS could be asked to generate:**

- Guidelines for oral production
- Images that will visualize the content/concepts studied
- Presentations of the content in different formats
- Create a dossier of relevant sources to better understand content

**Ss can be asked to individually report orally to the class**

The topic studied

Some relevant concepts

Illustrate the images prepared

Share a significant glossary created to the purpose

### **FOLLOW UP**

A session is meant for further reinforcement if needed, to revise content already dealt with, to give SS the opportunity to expand their knowledge ( a web search on a specific ecosystem, generating a video suitable to illustrate the relevant points to be created in a collaborative work session, other ...)

### **ASSESSMENT**

it should be continuous along all the different steps of the module.

As final check teacher could resort to:

- A questionnaire
- A multiple choice test
- Paragraph writing
- Creating entries for a glossary
- A mind map to be created by the single student
- A power point on the subject to be created in groups of students

A self assessment test