










Theme/Topic 	<p style="text-align: center;">Landforms are all around us (extract from a European eTwinning project)</p>
Content aims 	<p>To make learners aware of:</p> <ul style="list-style-type: none"> - what landforms are - features of landforms - relationship between landforms and climates
Cognition objectives 	<p>To be able to :</p> <ul style="list-style-type: none"> -identify different landforms -understand key concepts and apply them in different activities -make hypothesis -make choices and justify them -compare and categorize landforms -identify causes and effects -create games for peers
Communication objectives <u>Language of learning</u> <i>(Key vocabulary)</i> <u>Language for learning</u> <i>(chunks, phrases)</i>  <u>Language through learning</u> <i>(new language encountered during the task)</i>	<p>Lake, river, ocean, glacier, waterfall, hills, mountains, valley, plain, isthmus, canyon, desert, peninsula, island, volcano; This is/These are; wet, dry, cold, hot, warm, deep, sides, low, high, large, narrow, strip, vent, etc.</p> <p>Asking questions (What do you know about landforms? Is it ...? What can you see....? Which animals/plants live in.....?) Making predictions (I think...) Analysing (This landform is...because...) Classifying - Comparing (they are similar/different because) Explaining (It is....because...; It is surrounded by; It has got....; it is hot and there are no plants...) Creating (I'm planning this game.....these are the instructions...)</p> <p>web search for vocabulary extension homework research of pictures peer support picture glossaries</p>
Learning outcomes <i>(What learners will be able to do by the end of the task)</i> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Distinguish between different types of landforms • Classify information • Interpret visual information • Use language creatively • Ask and respond to Wh questions • Use body and gestures to symbolize landforms • Read different type of texts in order to find information • Identify and define types of landforms throughout the world • Work cooperatively with others to create games for peers and students from another school
Resources 	<p><i>(texts, worksheets, videos, eTwinning partnership)</i> http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/landforms.htm http://mrnussbaum.com/wlandforms/</p>

ESTRATTO DA PERCORSO CLIL CLASS 5[^]

<p style="text-align: center;">Steps</p> 	<p style="text-align: center;">Activities</p> 	<p style="text-align: center;">Resources</p> 
<p>PRE-TASK: Tuning in</p> <p>Activating prior-knowledge</p>	<p>1.Strategy: Give one picture and ask the students to guess the content. Discuss with the students, in L1/L2, what a landform is in order to come to a shared definition.</p> <p>2. Strategy: Placemat - Which landforms can you think of? Organize the students in groups of four and ask them to list as many landforms as they can on the placemat poster, each of them in their own space. Then tell them to share their ideas and choose 6 to be shared with the rest of the class. The 6 chosen landforms have to be written in L2 or L1 or drawn at the center of the placemat. As each group present its own landforms, record the names in English on the board. Put the placemats on the classroom walls and use them as picture glossaries by adding the names of the landforms in English.</p> <p>3. Strategy: Vocabulary reinforcement/redundancy. Show some pictures of landforms or use flashcards and ask the students to repeat the chunks of language: This is a(valley). These are....(mountains)</p>	<p>See <i>PICTURE 1-materials</i></p> <p>See n.2 materials</p> <p>See flashcards</p>
<p>TASK</p> <p>Finding out</p> <p>Discovery learning</p>	<p>1. Strategy: Webquest. Ask the students to work in pairs. Assign to each pair one of the landforms from their placemat plus some new ones. Students have to surf the web with their tablets and find a definition to be shared with the rest of the class. Suggested websites: http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/landforms.htm; http://mrnussbaum.com/wlandforms/</p> <p>2. Sharing information. Students share the definitions and , with the help of the teacher, agree upon simple ones to be written on a booklet under the picture of each landform. They make their own book of Landforms.</p>	<p>Websites</p>

Sorting out
Organising
information



3. Jigsaw reading. Organise the class into groups of four. Prepare 4 different fact-files related to landforms and number them 1 to 4. Give each student a number between 1 and 4 and the fact-file with the same number plus a grid on which to collect the data from the group. Then ask all the numbers 1,2,3 and 4 (from different groups) to gather together and answer the questions on the grid by using the information given in the fact- file and the web.

Once they have completed their own part of the grid, all the students go back to their groups and share the information in order to allow everyone to complete the grid.

1. Strategy: Using visual organisers - I can categorize and compare landforms. Students work individually to classify landforms into body of water/land formations. Then they work in pairs: they choose and compare two landforms by using a Venn Diagram.

2. Strategy: Active matching. Give each student an index card with a landform name on the front and a different definition on the back. All the students stand in a circle. The student with the first card reads the definition. The person with the matching landform calls it out. That person then reads the definition on their card. This proceeds until all students have given their definition. The last definition should go on the back of the beginning person's landform.

3. Strategy: TPR. The teacher reads the definition of a landscape and students, in groups of six, have to identify and represent the landform with the body.

Fact-files and
grid

See n. 3 and 4.
materials

See possible
definitions in 5.
Materials.

See photo
documentation

See photo
documentation

	<p>4. Strategy: Games creation. Students, in groups of four, are given the task to create a game related to what they have learnt for their friends from a nearby school and for the European partner schools. They are free to choose the type of game and the materials they want. Students have created the following games:</p> <ul style="list-style-type: none"> - Memory with pictures and words - Memory with pictures –words-definitions - Word searches - Crossword - Board game - The secret code - The magic wheel - True/False treasure hunt 	
<p>POST TASK</p> <p>Language reflection/awareness Self-assessment Assessment</p>	<ul style="list-style-type: none"> - Language reflection about use of comparatives - Peer assessment: students have evaluated the games created by their peers according to: neatness – appropriate and clear instructions – correct language- complete content–creativity - Assessment by the teacher: ongoing observation - rubric to assess the final game. 	<p><i>See rubric</i></p>