

**TASK: CREATING PRESENTATIONS ABOUT THE WOLF in CHISONE VALLEY for the European partners”**

**Italy – Roletto (eCLIL4You Comenius project)**

**Class involved and age of the students:** class 4 (9-10 years old)

**Teachers:** class teacher + teacher of English

**Time:** 2 hours

**Main aim:** collecting information about the wolf in Val Chisone to be sent to the partner countries

**Content aims:**

- identify and describe features of wolves (habitat-body-diet, reproduction- communication)
- collect information from different sources in mother tongue and in English (video, websites, books....)
- plan and make an informative game to be shared with the partner schools

**Language aims:**

- listen and read for information
- identify key concepts/words in a text
- organise information in a game
- write instructions to play the game

**Language skills:**

- listen for information
- read for information
- write simple captions
- interact in L2 during the group work and decision making

**Thinking skills:**

- predict, make hypothesis
- data organisation using graphing organisers
- generalise and compare
- manipulate data to create games or activities

**Social skills:**

- work in a cooperative way
- share ideas
- find agreement for the success of the task
- negotiate
- reciprocal support

**Strategies:** Think-pair-share; listen with key words; project planning

**Prior-Knowledge required:**

*Content:* habitats – parts of the body - food

*Language:* animal parts of the body – It is/has got/lives/can/can't – action verbs (run, climb, howl...)– I agree/I don't agree/I think; True/false – omnivore/carnivore/herbivore/mammal

**Materials:** wolf fact-files in paper and on the web: quizzslides ;slideshare; LIM; youtube

## TASK 3 -RAMPONE

### 1. PRE\_TASK

Children already know about the mountain habitat even if not in details. This activity is organised by the teacher of English.

#### 1. Activating prior-knowledge:

- **Do you know what altitude do animals live in the mountains?** *Numbered heads together.* Students work in groups of four. Each group is given a set of mountain animals; they have to discuss what altitude each animal lives and place the animals on a mountain map. Each student draws a number from an envelop (1 to 4). The teacher asks for a number: *Number 1 from each group can tell me what altitude does a .....wild goat live?* Students are invited to discuss different answers and at the end of the game they can check their predictions on a fact-file prepared by the teacher.
- **What do you know about the wolf?** *Think-pair -share.* Students work in groups of four. They have to think individually about 3 or 4 info they know about the wolf and write them down in English (before starting the activity, the teacher brainstorms with the class the kind of language chunks students need to talk about the wolf and writes them on the board as a language frame: *It is...has got...can...lives...eats...howls...*). Students “share” in group their hypothesis and then they make a list of the most relevant ones. Each group shares its list with the class and highlights the sentences that are different from those of the other groups. The students, in each group, write down the selected information on strips of paper and make a poster: This is what we know about the wolf. The correctness of the info will be checked at the end of the learning process.
- **The European wolf in our valley.** Children watch two videos about the return of the European Wolf in our “Val Chisone”. The videos are in Italian as there is no information available in English. They watch the videos with the Science teacher  
<http://www.youtube.com/watch?v=2U4EKzFHOSk>  
<http://www.youtube.com/watch?v= QRhHanpvT0>

### TASK CYCLE

**Internet surfing through a simple webquest.** Students work in groups of four. Each group is given a table to be filled in with the missing information:

Habitat	Body	Life span	Behaviour	Diet	Reproduction

“You are a ranger and you have to collect information about the wolves living in the park where you work. You can find the data you need in the following websites:

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/graywolf/>

<http://www.sciencekids.co.nz/sciencefacts/animals/wolf.html>

<http://www.worldanimalfoundation.net/f/Wolf.pdf>

<http://www.defenders.org/gray-wolf/basic-facts>

**Data sharing.** The teacher agrees with the students upon a language frame necessary to report the wolf facts. The language frames is then written on the LIM to help students to formulate sentences (the wolf is...it is...has got..can/can't...lives...eats...communicates...howls to...).

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Then, reporters from each group share the collected data and check them with the rest of the class and with the information acquired through the vision of the videos in Italian. At last, each student copies the table with the correct data on the copybook in order to use it for the following task.

**Creation of a game for the partner countries.** Students are divided into 6 groups. Each group has to prepare a multiple choice question about one aspect of the wolf life (given by the teacher). All the questions will be inserted in a web 2.0 tool: [www.quizslides.com](http://www.quizslides.com) and embedded in the twinspace for the European partners to be solved (<https://quizslides.com/quizslides/h3EvvP>)

#### POST-TASK

1. The teacher of English gets students to reflect upon language use ( chunks, communicative functions, new content and lexis acquired)
2. Students suggest the teacher to create a Presentation to show how the wolf habitat is and how the wolf is depicted in art, music and famous stories/fables.
3. Students search for images and songs at home as homework. At school they share the materials and, as a class, choose what to insert into each presentation on the web (photopeach/sliderocket) and the captions to be used. The work is done at the LIM and the products are visible at <http://photopeach.com/album/70y4tp> ; <http://portal.sliderocket.com/DBMSW/mountains>

