**CLIL Lesson Plan Template**

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| **Content area** | **Grade** | **Teacher** | |
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| **Prior knowledge** | | | |
| * Usage of websites (i.e. webshops, webbased booking-systems) in the everyday life on desktop or smartphones * Usage of filesharing / network printer | | | |
| **Materials and resources** | | | |
| * Diagram * Demonstration * Gap fills * lyric | | | |
| **Anticipated problems & possible solutions** | | | |
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| **Lesson objectives** | **Content** | After the lesson, the students will be able to… | |
| **Language** | After the lesson, the students will be able to… | |
| **Procedure** | After the lesson, the students will be able to…   1. Activating prior knowledge with starting question, about possible experience of client/server situation daily? Method: Think-Pair-Share 2. Collect students input when sharing on a board. 3. What happened: -> draw diagram on board (abstraction by diagram) 4. Live-Demonstration on a small website (i.e. with <http://ict.bzzlab.ch> -> Network tab, Input of teacher) 5. Exercise with URL <https://jvogel.ch/> exploring headers (Request, Response) and pick parameter i.e.   Request-header: user agent, accept-language.  Response–header: Server General: Status-Code   1. Diagram with gap fills and discussion/results. 2. Song for concluding session | |
| **Lesson theme** | | | |
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| **Lesson stage** | **T’s actions** | | **Ss’ actions** |
| Introduction/ warmer/ checking prior knowledge | Where do you possibly experience a client/server situation daily?  What did I already know?  What would I like to ask?  What have I learned?  Think it and write it down for 2-3 minutes and share it with your partner (5 minutes) | | S work in pair, write down their experienced situations |
| Scaffolding (incl. language, content and procedural support) | *Handout a sheet with 3 columns*  What did I already know?  What would I like to ask?  What have I learned? | |  |
| Input / the Main part of the lesson (e.g. pre-reading /watching /experiment activity) | *Let’s collect your results: What did you achieve with your partner?*  *Write results of students* | |  |
| Input / the Main part of the lesson (e.g. while-reading /watching /experiment activity) |  | |  |
| Input / the Main part of the lesson (e.g. post-reading /watching /experiment activity) |  | |  |
| Lesson summary (incl. some form of assessment) |  | |  |
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