# Do-Now-Activities (DNA) for CLIL

CLIL Matters Materials 2020







**Do-Now-Activities** are revision activities that students do right after coming into your classroom. This gives you time to perform admin duties, like taking attendance.

As with every new technique, you need to prepare your students in advance for using **DNA**. They need to know where you display the **DNA** of the day and what they need to do when they see it. You also need to decide how you check the students' answers. If you are consistent, the **DNA** will become a class routine.

For **DNA** to be effective, your students need to produce some written answer. They should be able to do it:

- in silence
- on their own
- in 3 to 5 minutes

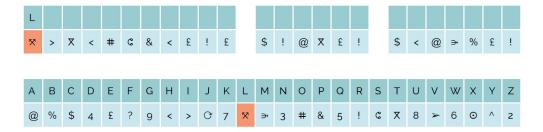
Look at a sample structure of **DNA** below. Make sure the first tasks or questions refer to the last lesson theme, followed by themes from over three weeks ago. In the end, you can add a task that stretches students' thinking.

	Do it <b>NOW</b> in <b>silence</b> . Write the answers in your notebook.
1.	[Last lesson theme]
2.	[Last lesson theme]
3.	[Last lesson theme]
4.	[Theme from over three weeks ago]
5.	[Theme from over three weeks ago]
6.	[Stretching students' thinking]

In the **CLIL** context, you need to be aware that writing can be challenging. Thus, carefully plan your **DNA**. Below are some tasks that can be used as **DNA**, from the easiest to most challenging. You can use them when teaching **CLIL** lessons both face-to-face and online.

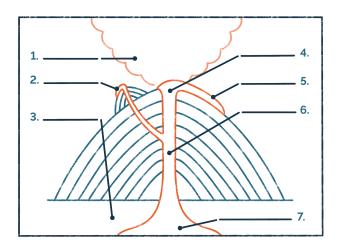


#### 1. Crack this code. Translate the words into your native language.



**1.** This exercise is simple as it requires writing the terms and translating them.

### 2. Use the terms to label the diagram.



crater
lava
lithosphere
magma chamber
side vent
steam and ash
vent

2. In this exercise, students need to use the terms to label the picture. If you want to make this exercise more demanding, do not give the students the list of the terms.

- 3. Do this task.
  - 1. Name three elements of a volcano structure.
  - 2. Name three products of a volcanic eruption.
  - 3. Name three effects of a volcanic eruption.

3. This exercise requires only writing the terms. However, the lack of context makes it more challenging.

- 4. Answer these questions.
  - 1. What is the outer layer of the Earth called?
  - 2. What are two examples of volcanoes?
  - 3. What is the difference between magma and lava?
  - 4. Why are some volcanoes called stratovolcanoes?

#### **Stretcher**

5. How are volcanoes linked to plate tectonics theory?

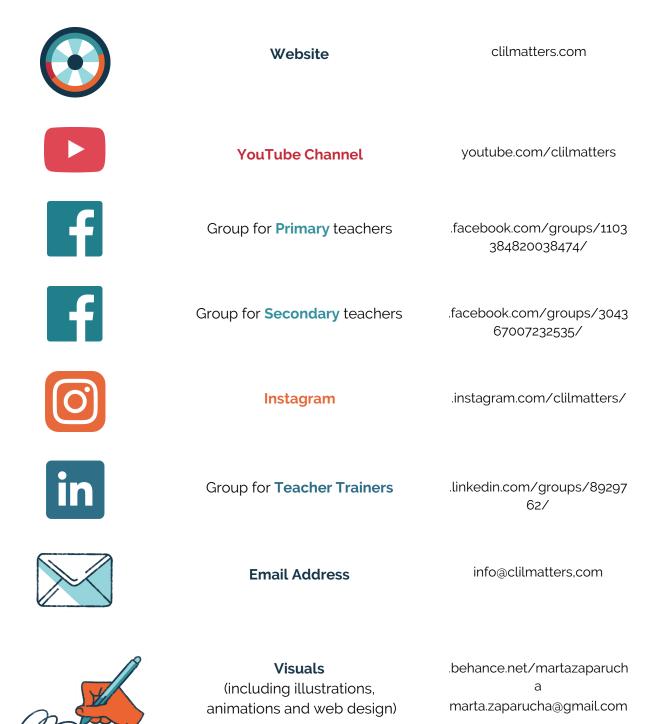
4. This exercise is the most challenging.
There are closed (1 & 2) and open (3 & 4) questions, and task 5 asks for a connection between this lesson theme and the previous one.

To learn why students need content revisions, read about <u>the Forgetting Curve</u>. For some awesome **DNA** examples, go to <u>the TLAC website</u>.

Answers: 1. lithosphere, crater, chamber; 2. 1. steam and ash, 2. side vent, 3. lithosphere, 4. crater, 5. lava, 6. vent, 7. magma chamber; 3. Structure: vent, crater, cone; Eruption: steam, ash, lava; Effects: lava flows, fallen trees, dust in the air; 4. 1. the lithosphere, 2. shield volcanoes and stratovolcanoes, 3. magma is inside the Earth, lava outside, 4. it has strata (layers) of lava and ash; Stretcher: most volcanoes are found on active plate edges.



## **CLIL Matters links & social media:**



Thank you for using CLIL Matters Materials and happy CLILing!