

**SCHOOL LOGO**

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| CLIL LESSON PLAN |
| CLIL PATHWAY: SCIENCE | **LEVEL: 1st year / Primary** |
| CLIL MODULE: The Seasons | **CLIL TOPIC:** Spring |
| LESSON: 3 | **TIME:** 90 m |
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| TEACHING AIMS | **MATERIALS** |
| * Understand the different types of weather that students experience in each season.
* Understand changes in nature related to the seasons
* Develop/improve creativity;
* Develop fine motor skills and hand-eye coordination.
 | * Mini flashcards with weather types
* Weather bingo cards
* Mini Spring panel templates
* Rope
* Clothespins
* Ladybird, swallow and bee templates
* Flower templates
* Markers
* Scissors
* Coloured pencils
* Glue
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| LEARNING OUTCOMES - 4Cs |
| CONTENT | **COGNITION** |
| * name and describe types of weather;
* name wild animals
* seasons
 | - classify animals- memorize vocabulary and simple language chunks- identify types of weather |
| CULTURE | **COMMUNICATION** |
| * understand different traditions related to each season
* understand changes in nature (plants and animals)
 | **Language Function:** Listening / Speaking / Spoken Interaction / Reading**Vocabulary:** days of the week; months; numbers; weather; seasons; animals (ladybug, bee, swallow, snail), flowers; …**Verb(s): imperative for instructions and present simple -** to be/ to have got/ to listen/ to like/ to look/ / to put/ to display/ to show / **Language structure**: What’s the weather like? It’s../ What day is it today? / What’s this? This is…/ Let’s…/ Do you like…? Yes, No…/ What colour is it? / Is it big/small…?/ Is it a …? Show me…/ It’s hot, cold, mild/… |
| ACTIVITIES |
| Step 1 – tune pupils into English with the morning classroom routine – the class helper will set the classroom date, weather and time charts with the help of the classmates;Step 2 – to help pupils understand what the lesson is about, the teacher will ask the students to pay attention to the classroom chart and to the date asking if they know what will happen that day hoping they will refer to Spring. The teacher will show different types of weather and the class will related them or not to Spring. The teacher will name the types of weather and the class will repeat the words in chorus.Step 3 – The teacher invites the class for a game, “Show me…” asking them to stand up and show with their bodies the type of weather. The teacher gives one example: “Show me…stormy!”/ Acts as if it’s stormy”. After this activity the teacher will ask if the children would like to play the [Weather Bingo](file:///C%3A%5CUsers%5CSerdoura%5CDownloads%5Cweather_bingo.docx), she hands them out the copies of the cards that they will colour and cut out and then will play.Step 4 – Referring to previous lessons and to the topic of animals, the teacher will ask the children what animals they can find in their gardens or in the playground at that moment and that usually show up in Spring. The teacher will write their ideas on the board and will add if not mentioned these animals: ladybird, swallow, bee and snail.Step 5 – The teacher suggests that the class starts decorating the classroom according to Spring and asks them to decorate a [mini Spring panel](file:///C%3A%5CUsers%5CSerdoura%5CDownloads%5CMini_Spring_Panel.jpg) using coloured pencils, markers and pieces of fabric. When they are finished they will make their classroom [Spring clothesline](file:///C%3A%5CUsers%5CSerdoura%5CDownloads%5CSpring_clothesline.JPG).Step 6 – Going back to animals the teacher continues with the classroom Spring decorations and asks students to colour, cut out and assemble templates of ladybirds, swallows and bees and then [display](file:///C%3A%5CUsers%5CSerdoura%5CDownloads%5CSpringanimals_display.jpg) their work in the ceiling. The students who finish first can colour and cut out [flower](file:///C%3A%5CUsers%5CSerdoura%5CDownloads%5CFlowers_display.jpg) templates to decorate the classroom as well. To finish the teacher will ask the students to make a [snail](file:///C%3A%5CUsers%5CSerdoura%5CDownloads%5Csnails.zip) at home with their family using different ideas and materials.Step 6 – To end lesson according to the end of the lesson routine  |
|  EVALUATION |
| * Immediate feedback after oral classroom report
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