



CLIL LESSON PLAN

CLIL PATHWAY: SCIENCE	LEVEL: Primary Education (4th grade)
CLIL MODULE: <u><i>The Excretory System</i></u>	CLIL TOPIC: <u><i>The Human Body</i></u>
TEACHING AIMS	MATERIALS
<ul style="list-style-type: none"> _ To identify and name the different organs of the excretory system: kidneys, ureters, urethra, bladder, urine, sweat glands, skin and lungs. _ To understand and learn the different functions of each organ in the excretory system. _ To develop awareness about the importance of hydration: importance of water for the body and the relationship with urine. _ To understand why is important to eliminate waste in our body and how we do it. _ To connect the digestive system with the excretory system. _ To be able to talk and build short sentences in English (about the excretory system and their functions). _ To establish relations between life style and body function and to be conscious of the importance of healthy/unhealthy habits and their consequences. _ To do an oral presentation about the final product (creating a EXCRETORY SYSTEM ...) _ To give coherent answers using grammatically correct sentences in the planned activities. _ To understand wh- questions correctly. _ To work autonomously and pro actively, developing collaborative group strategies (in pairs or small groups). 	<ul style="list-style-type: none"> _ The students use their own excretory system done it with different materials. _ The post-test.
LEARNING OUTCOMES - 4Cs	
CONTENT	COGNITION
<ul style="list-style-type: none"> _ To name and to identify the different organs of the excretory system: kidneys, ureters, urethra, bladder, urine, sweat glands, skin and lungs. _ To understand and learn the different functions of each organ in the excretory system. _ To develop awareness about the importance of hydration: importance of water for the body and the relationship with urine. _ To understand why is important to eliminate waste in our body and how we do it. 	<ul style="list-style-type: none"> _ Name and identify the different organs of the excretory system. _ Understanding and learning the different functions of each organ in the excretory system. _ Developing awareness about the importance of hydration: importance of water for the body and the relationship with urine. _ Understanding why is important to eliminate waste in our body and how we do it. _ Connection between the digestive system and



<p>_ To connect the digestive system with the excretory system.</p> <p>- Develop awareness about the importance of hydration for the body.</p>	<p>the excretory system.</p> <p>- Select and organise specific information.</p> <p>- Analyse it and report it back to the class.</p>
<p>CULTURE</p>	<p>COMMUNICATION</p>
<p>- Develop awareness about the importance of hydration for the body and especially for the excretory system.</p> <p>- Recognise the importance to drink more water when we are practising sports.</p> <p>- Establish relations between life style and body function and be conscious of the importance of healthy/unhealthy habits and their consequences.</p> <p>- Importance of the Mediterranean diet to keep our body healthy.</p>	<p>Language Function: Talking about the excretory system. Organs, functions and hydration. Connection between the digestive system and the excretory system. Why and how the body eliminates waste. Importance of healthy food to be healthy (especially the Mediterranean diet). Drink water and not other fizzy drinks for the body.</p> <p>Vocabulary:</p> <p>- Excretory system: kidneys, ureters, urethra, bladder, urine, sweat glands, skin and lungs.</p> <p>- Eliminate waste: pee...</p> <p>-Hydration, illness, healthy habits.</p> <p>- Review digestive system organs.</p> <p>Verb:</p> <p>_ Verb to be: is, isn't , are / aren't , isn't and am not</p> <p>_ Present Simple: sentences and questions.</p> <p>_ Can / can't.</p> <p>Wh- questions:</p> <p>What / Where / When / Who / how / how many...</p> <p>Language structure:</p> <p>Are the kidneys in the urinary system ? Yes they are/ No, they aren't....</p> <p>Is the water important for the body ? Yes, it is... No, it isn't.....</p>
<p>ACTIVITIES</p>	
<p>Lesson 1:</p> <p>Step 1 – To tune pupils into English</p> <p>- Teacher /pupils greet each other in English.</p> <p>- Pupils open the lesson /write the date on their Science notebooks in English.</p> <p>Step 2- To do oral presentations, in pairs or individually, of their own excretory systems done it using different materials.</p> <p>_ The students do their oral presentations.</p> <p>- Step 3 – To ask the students about each presentation parts: to do they own excretory system, to</p>	



name all the organs and to explain their functions.

The teacher asks all the other students about the main goals of each presentation.

Step 4 : To do the post – test:

_ The students have to do the post-test. To compare their answers before starting the lesson and after finishing all the lessons about the excretory system.

- They do the post-test and compare their answer with the pre-test done it before starting the excretory system lessons.

Step 5: To finish the lesson:

Pupils tidy up and say the farewells in English.

Step 6 : To do the exam or test.

Next class students must do their exam about the excretory system studied.

EVALUATION

- Immediate feedback after oral classroom report.
- Checking activities in class.
- Completion of post-test.
- Exam.
- Completion of group work assessment sheet

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