



## CLIL LESSON PLAN

<b>CLIL PATHWAY: SCIENCE</b>	LEVEL: Primary Education ( 4th grade)
CLIL MODULE: <u><i>The Excretory System</i></u>	CLIL TOPIC: <u><i>The Human Body</i></u>
<b>TEACHING AIMS</b>	<b>MATERIALS</b>
<ul style="list-style-type: none"> <li>_ To identify and name the different organs of the excretory system: kidneys, ureters, urethra, bladder, urine, sweat glands, skin and lungs.</li> <li>_ To understand and learn the different functions of each organ in the excretory system.</li> <li>_ To develop awareness about the importance of hydration: importance of water for the body and the relationship with urine.</li> <li>_ To understand why is important to eliminate waste in our body and how we do it.</li> <li>_ To connect the digestive system with the excretory system.</li> <li>_ To be able to talk and build short sentences in English (about the excretory system and their functions).</li> <li>_ To establish relations between life style and body function and to be conscious of the importance of healthy/unhealthy habits and their consequences.</li> <li>_ To do an oral presentation about the final product (creating a EXCRETORY SYSTEM ...)</li> <li>_ To give coherent answers using grammatically correct sentences in the planned activities.</li> <li>_ To understand wh- questions correctly.</li> <li>_ To work autonomously and pro actively, developing collaborative group strategies (in pairs or small groups).</li> </ul>	<ul style="list-style-type: none"> <li>_ Worksheet 1 – THEORY related to the EXCRETORY SYTEM</li> <li>_ Activity 1: To match each organ with their functions) in groups.</li> <li>_ Activity 2: To match each organ with their function in their notebooks individually.</li> </ul>
<b>LEARNING OUTCOMES - 4Cs</b>	
<b>CONTENT</b>	<b>COGNITION</b>
<ul style="list-style-type: none"> <li>_ To name and to identify the different organs of the excretory system: kidneys, ureters, urethra, bladder, urine, sweat glands, skin and lungs.</li> <li>_ To understand and learn the different functions of each organ in the excretory system.</li> <li>_ To develop awareness about the importance of hydration: importance of water for the body and the relationship with urine.</li> <li>_ To understand why is important to eliminate waste in our body and how we do it.</li> </ul>	<ul style="list-style-type: none"> <li>_ <b>Name</b> and <b>identify</b> the different organs of the excretory system.</li> <li>_ <b>Understanding</b> and <b>learning</b> the different functions of each organ in the excretory system.</li> <li>_ <b>Developing</b> awareness about the importance of hydration: importance of water for the body and the relationship with urine.</li> <li>_ <b>Understanding</b> why is important to eliminate waste in our body and how we do it.</li> <li>_ <b>Connection</b> between the digestive system and</li> </ul>



<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>- <b>Select</b> and <b>organise</b> specific information.</p> <p>- <b>Analyse</b> it and <b>report</b> it back to the class.</p>
<p><b>CULTURE</b></p>	<p><b>COMMUNICATION</b></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><b>Language Function:</b> 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><b>Vocabulary:</b></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><b>Verb:</b></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><b>Wh- questions:</b></p> <p>What / Where / When / Who / how / how many...</p> <p><b>Language structure:</b></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><b>ACTIVITIES</b></p>	
<p><b>Lesson 1:</b></p> <p><b>Step 1 – To tune pupils into English</b></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>- Pupils are set into groups of cooperative work in English and each student has a different role and responsibility in their table groups.</p>	



**Step 2- To read the theory of the excretory system: organs and functions.**

- Teacher gives the students the photocopies of the theory and they read it together. Also they try to connect the digestive system and the excretory system. The teacher explains the students all the vocabulary they don't understand.

**Step 3 – Activity 1 : To match each organ with their functions in small groups (cooperative teams)**

The students working in cooperative teams have to match each organ with their function. ( Without looking into the notebooks information about the excretory system information read it before). During this activity the teacher tries to help the groups. They really enjoy this kind of activities.

**Step 4 : To check all the correct answers together.( Activity 1)**

- They correct all together the answers.

**Step 5 – Individual Activity 2 : the students alone have to match now each organ with their function.**

The students have to do the same activity alone in their notebooks. Then their check this activity again.

**Step 6 – Students have to use their creativity and do their own excretory system using different materials: spaghettis, beans, dough...**

Each student has to do their own excretory system. The teachers give them: beans (represents the Kidneys) , spaghetti pieces ( represents the Ureters) , dough (represents the Bladder), straw pieces ( represents the Urethra), Pieces of red yarn ( represents the Arteries) and pieces of blue yarn ( represents the Veins). They have 3 main goals in this activity :

1. To create they own excretory system.
2. To lable the excretory system organs.
3. To writte the function of each organ.

With this they will have to do an oral presentation in pairs....

**Step 7: To finish the lesson:**

Pupils tidy up and say the farewells in English

**EVALUATION**

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

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