

**Uma imagem com Lego

Descrição gerada com confiança muito alta**

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| CLIL LESSON PLAN | |
| CLIL PATHWAY: SCIENCE | **LEVEL:** 6th grade |
| CLIL MODULE: The amazing World of Plants | **CLIL TOPIC:** Plants classification |
| LESSON: 1 | **TIME:** 45’ |
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| TEACHING AIMS | **MATERIALS** |
| - To identify the different parts of a flowering plant and name them  - To explain the functions of each part of the plant  - To differentiate between types of plants  - To match different plants with their correspondent group | - PPT on Plants Classification  - Flashcards with different types of plants  - Word flashcards with the different groups of plants  - Worksheet with plants classification diagram  - Kahoot Jumble for revisions/ to activate previous knowledge (Lesson 2)  - pre-post-test |
| LEARNING OUTCOMES - 4Cs | |
| CONTENT | **COGNITION** |
| - Parts of a plant  - Plants classification  - Functions of the parts of the plant | - Identify the different parts of a plant  - Infer by observation of pictures and classify the plants according to their characteristics  - Understand the differences between plants through comparison/contrast  - Differentiate plants groups  - Synthesize knowledge and |
| CULTURE | **COMMUNICATION** |
| - Understand that different climates/ regions in the world have different type of plants  - Identify plants from their own country  - Develop self-awareness about the importance of respecting the environment | **Language Function:** Talking about plants  **Vocabulary:** parts of a plant (flower/ petal, leaf/ leaves, fruit, stem, roots); classification of plants (spore-bearing, seed-bearing, gymnosperms, angiosperms, algae, mosses, ferns); functions of parts of a plant (the roots take water and mineral salts)  **Verb(s):** Have got  **Language structure:**   * I think …. is a …. * Picture A is a …. Because …. * Wh questions * Comparing and contrasting: has/hasn’t got roots, stems or leaves; has/hasn’t got flowers; … |
| ACTIVITIES | |
| Step 1 – To tune pupils into English  - Teacher /pupils greet each other in English.  - Pupils open the lesson /write the date on their Science notebooks in English.  - Teacher draws a flower on the board and tries to have pupils guessing what the lesson is about.  Step 2 – Talking about parts of a plant  - Teacher tells pupils what they are going to do. Using the flower drawn on the board, she writes the words FLOWER, LEAF, FRUIT, STEM, ROOT and asks pupils to guess/ predict where these parts go on the plant, activating previous knowledge.  Step 3 – Classifying the plants – whole class  - Teacher shows a ppt with the parts of a plant to synthesise what they have just learnt and explains that according to their characteristics, plants belong to different groups.  - Teacher explains that they can find plants that have no true roots, stems or leaves / other plants with roots, stems or leaves and plants with flowers and without flowers and what are the scientific names for them using a ppt with a diagram.  - She then delivers randomly flashcards with plants and asks the pupils to come to the board and stick/ illustrate with examples the different groups of plants.  Step 4 – Applying knowledge  - The teacher delivers a handout with the plants classification where they have a diagram they need to cut and stick on their notebook. Then, they need to complete it and classify the different type of plants for each category.  Step 5 – Thinking activity  - Pupils have to read and match some questions and answers that summarise what they have learnt in class. They can do peer assessment by checking their partner work.  Step 6 – To end lesson  - To wrap up the lesson and give some feedback to both teacher and pupils, they are invited to play a kahoot on the content worked in class: [https://play.kahoot.it/#/k/30f53255-b3a8-4da1-b13a-ed4728c13773](https://play.kahoot.it/%23/k/30f53255-b3a8-4da1-b13a-ed4728c13773) | |
| EVALUATION | |
| * Completion of a pre-post-test * Peer assessment of the read and match activity * Playing a Kahoot * Classroom observation | |
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