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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; …
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| 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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**Author | School: Fernanda Monteiro/ Helena Serdoura**

Agrupamento de Escolas de Marco de Canaveses

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