

CLIL LESSON PLAN

CLIL PATHWAY: SCIENCE	LEVEL: 6 th grade
CLIL MODULE: The amazing World of Plants	CLIL TOPIC: Plants classification
LESSON: 1	TIME: 45'
TEACHING AIMS	MATERIALS
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - Parts of a plant - Plants classification - Functions of the parts of the plant 	<ul style="list-style-type: none"> - <u>Identify</u> the different parts of a plant - <u>Infer</u> by observation of pictures and <u>classify</u> the plants according to their characteristics - Understand the differences between plants through <u>comparison</u>/contrast - <u>Differentiate</u> plants groups - <u>Synthesize</u> knowledge and
CULTURE	COMMUNICATION
<ul style="list-style-type: none"> - 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 	<p>Language Function: Talking about plants</p> <p>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)</p> <p>Verb(s): Have got</p> <p>Language structure:</p> <ul style="list-style-type: none"> - 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>

EVALUATION

- Completion of a pre-post-test
- Peer assessment of the read and match activity
- Playing a Kahoot
- Classroom observation

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