

CLIL LESSON PLAN

CLIL PATHWAY: SCIENCE	LEVEL: Primary Education (6th grade)
CLIL MODULE: The amazing World of Human Body	CLIL TOPIC: The Reproductive System
LESSON 1	TIME: 90´
TEACHING AIMS	MATERIALS
<ul style="list-style-type: none"> - To identify the organs of the male reproductive system - To identify the organs of the female reproductive system. - To understand the reproductive organs functions 	<ul style="list-style-type: none"> - Video “The Reproductive System” - https://youtu.be/CqmW9CL80q0 - PTT – The Reproductive System (annex 1) - Keyword flashcards (annex 2) - Worksheet 1 – Human Reproductive System for male and female organs (annex 3) - Worksheet 2 – Functions of the Human Reproductive System (annex 4)
LEARNING OUTCOMES - 4Cs	
CONTENT	COGNITION
<ul style="list-style-type: none"> - To recognise the different functions of male and female reproductive organs - To identify the different male and female reproductive organs 	<ul style="list-style-type: none"> - <u>Identifying</u> the male and female reproductive organs - <u>Classifying</u> male and female reproductive organs in mind maps - <u>Interpreting</u> the differences between male and female reproductive systems - <u>Differentiating</u> and <u>organising</u> the male and female reproductive organs in pictures
CULTURE	COMMUNICATION
<ul style="list-style-type: none"> - Understand the differences between boys and girls 	<p>Language Function: Talking about human reproduction</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - NOUNS: penis, testicles, scrotum, vas deferens, seminal vesicle, urethra, sperm, semen (liquid seminal – transports the sperm), glands, uterus, vagina, ovary/ ovaries, fallopian tubes, vulva, ovum, male, female, organs, muscle/ muscular, adolescence, puberty, ... - VERBS: grow, produce, develop, ...

- ADJECTIVES: sexual, internal, long, oval, mature, ...
- PREPOSITIONS: by, from, through, outside, until, ...

Verb: present simple

- It is...
- It develops...
- This is.../ that is.../ these are...

Describing a process: First, then, finally.

Asking for information: What is...?, what does it do?

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.

Step 2- To help pupils understand what the lesson is about

- Teacher tells pupils what they are going to do. She recalls last lesson where pupils talked about the changes of the human body since they were born, through childhood to adolescence (puberty), addressing that major changes occur in the male and female reproductive system.

Step 3 – Talking about the reproductive system

- Teacher invites pupils to watch a video that will explain the differences between the male and the female reproductive systems.
- After watching the video, the teacher asks the pupils to draw a table in their notebooks divided into 2 columns: one for the male organs and another for the female organs. Then, overhead projects a random of keywords for pupils to sort out into the **Reproductive System Table** in their notebooks.
- Teacher asks pupils randomly to provide feedback on their wordlists according to the male and female organs, enabling pupils to check their work.

Step 4 – Classroom work

- Teacher delivers male and female word flashcards (annex 2) through the class and overhead projects the male and female reproductive systems (annex 1). Pupils have to identify the organs by saying their word card, coming to the board and stick it in the correct part of the organ saying “This is the uterus”, for example. The rest of the class puts their thumbs up or down, evaluating their pupils work.

Step 5 – Individual work

- Removing from the board the word labels, the teacher delivers an individual worksheet on the Human Reproductive System for pupils to complete:
 - Wks 1 – Human Reproductive System (annex 3)
- Overhead projecting the reproductive system again, the Teacher elicits the correct corresponding keyword and does the correction. Pupils use the language structure “That is the fallopian tube”

Step 6 – Written work about the reproductive system function

- The teacher delivers a 2nd worksheet (annex 4) that explains the process/ functions of the reproductive system with gaps and in pairs pupils have to complete it recalling what they have learnt through the class.
- Going around the pairs, teacher reviews with pupils their written work, making suggestions.
- Pupils in groups practice their oral report.



Step 7 – Oral classroom report

- Some pupils in turn go in front of the class to report back in English their findings.
- Teacher and peers provide feedback.

Step 8 – To encourage pupils to reflect on their learning and behaviour /attitudes

- Pupils complete the post-test on classroom content (learning)

Step 9 – To end lesson

- Pupils tidy up and say the farewells in English

EVALUATION

- Peer feedback (thumbs up or down)
- Immediate feedback after oral classroom report
- Completion of post-test
- Summative evaluation

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