

# CLIL Module Plan

|                      |   |                         |                              |                               |                                    |
|----------------------|---|-------------------------|------------------------------|-------------------------------|------------------------------------|
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| <b>School</b>        | Ic pergine 2 - plesso Montessori. Pergine Valsugana |                         |                              |                               |                                    |
| <b>School Grade</b>  | <input checked="" type="radio"/> Primary            |                         | <input type="radio"/> Middle |                               | <input type="radio"/> High         |
| <b>School Year</b>   | <input type="radio"/> 1                             | <input type="radio"/> 2 | <input type="radio"/> 3      | <input type="radio"/> 4       | <input checked="" type="radio"/> 5 |
| <b>Subject</b>       | Scienze   |                         | <b>Topic</b>                 | Human body                    |                                    |
| <b>CLIL Language</b> | <input checked="" type="radio"/> English            |                         |                              | <input type="radio"/> Deutsch |                                    |

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| <b>Personal and social-cultural preconditions of all people involved</b> | <p>The school is monolingual, and in this classroom children have got 7 hours of English and CLIL lessons per week. Everyone is from Italy, but only few children speak English outside the school (with an English teacher or with parents). There are two children with special needs due to their behaviour. The school follows the Montessori method, so the classroom have many windows and natural light, desks are not always in the same place and children can freely move in the classroom and choose their own work day by day. During English and CLIL lessons there is always co-teaching. The average CEFR LEVEL is A1.</p> |
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| <b>Students' prior knowledge, skills, competencies</b> | <b>Subject</b>  | <b>Language</b>  |
|  | Children know generally in Italian how the human body works, the main apparatus | Children know well the name of the main parts of the human body in English |

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| <b>Timetable fit</b> | <input checked="" type="radio"/> Module | Length 16 - 17 hours |
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| <b>Description of teaching and learning strategies</b> | <p>Teacher uses different teaching strategies: Task-based learning, Project-based learning and Cooperative learning activities; Brainstorming, group and peer work. Learning by doing: experiments, creations of models about human body, muscular and skeletal system. Use of video on Youtube associated to the use of flashcards to help children keep the attention. "Exposition time", in which children can expose their works to the classmates. All these activities can improve the four language skills of speaking, listening, reading and writing. Different kinds of activity help to include children with special needs and allow them to feel comfortable in the classroom.</p> |
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# Overall Module Plan

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| <b>Unit: 1</b><br>Human body - general<br><b>Unit length:</b> 1h 30 per lesson | <b>Lesson 1</b><br>General parts of human body and their function |
|  | <b>Lesson 2</b><br>Our body                                       |
| <b>Unit: 2</b><br>Muscular system<br><b>Unit length:</b> 1h 30 per lesson      | <b>Lesson 1</b><br>Muscles  |
|  | <b>Lesson 2</b><br>Voluntary and involuntary muscles              |
|  | <b>Lesson 3</b><br>voluntary and involuntary muscles - 2          |
|  | <b>Lesson 4</b><br>Muscles - summary                              |
| <b>Unit: 3</b><br>Skeletal system<br><b>Unit length:</b> 1 h 30 per lesson     | <b>Lesson 1</b><br>Skeleton                                       |
|  | <b>Lesson 2</b><br>Bones - experiment                             |
|  | <b>Lesson 3</b><br>Types of bones                                 |
|  | <b>Lesson 4</b><br>Joints   |
|  | <b>Lesson 5</b><br>Create your skeleton!                          |

# CLIL Lesson Plan

|                    |   |                      |   |              |  |
|--------------------|---|----------------------|---|--------------|--|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 1 | <b>Title</b> | General parts of human body and their function |
|--------------------|---|----------------------|---|--------------|--|

| Activity | Timing | Learning Outcomes   | Activity Procedure  | Language   | Interaction | Materials | Assessment |   |  |                 |  |
|----------|--------|---|---|--|-------------|-----------|------------|---|--|-----------------|--|
| 1        | 20 min | Check the children's knowledge about general parts of human body. | Teacher presents a poster with the words "HUMAN BODY", and asks the children which words come to their mind, reading this poster. Children have to write down the vocabulary they know. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>parts of the human body, visible parts of the body</p> <p><b>Communicative structures</b><br/>Which are the parts of the human body that we know? Which are the names of the visible parts of our body?</p> | L           | S         | R          | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | poster, markers | teacher observes the interaction of the children and their level of participation in this activity |
| L        | S      | R   | W   |  |             |           |            |   |  |                 |  |

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|---|--------|--|--|--|--|---|--|
| 2 | 30 min | watch and listen to a video and take the main informations from it | Teacher shows the video "THE HUMAN BODY FOR CHILDREN", and children have to watch it carefully and write on the poster the words they have forgotten. Then children watch it again, this time with subtitles, and try to guess the function of the main parts of the body. | <p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b><br/>parts of the head, parts of the body</p> <p><b>Communicative structures</b><br/>What parts of the body have we forgotten? Try to listen carefully to the video. What are the function of these parts of the body?</p> | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | video "The human body for children - Body parts for kids".<br><a href="#">link</a> poster markers | Teacher observes the attention of the children to the video and their ability to take relevant informations from it. |
|---|--------|--|--|--|--|---|--|

|   |        |   |   |  |   |   |   |   |   |  |   |
|---|--------|---|---|--|---|---|---|---|---|--|---|
| 3 | 20 min | remember the main informations of the video seen in the anterior activity, match correctly the "body part" card with the "function" card, communicate with the mates and try to understand if one card correctly matches with another one | Teacher gives a card to each one. Some cards are orange (with the picture of body's parts) and some are green (with the name go the function). Each one has to move around the classroom and find the classmate who has the corresponding card. When everyone has found his/her match, each pair show the cards to the classroom. | <p><b>Skills</b></p> <table border="1" data-bbox="1037 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>parts of the body, function of the body</p> <p><b>Communicative structures</b><br/>find the mate who has the corresponding card to yours. read the name of the function and say the name of the body's part you have in your cards.</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input checked="" type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U1_L1_ALL1.pdf</li> <li>• U1_L1_ALL2.pdf</li> </ul> | Teacher observes how children move in the classroom, if they are noisy during the activity, if they match correctly the cards and if they can say the name of the parts of the body and their function. |
| L | S      | R   | W   |  |   |   |   |   |   |  |   |

|   |        |   |  |   |   |   |          |          |   |  |  |
|---|--------|---|--|---|---|---|----------|----------|---|--|--|
| 4 | 20 min | write the correct word in a sentence, using the colours as clue | <p>Teacher writes on the blackboard the sentence "The function of _____ is: _____".</p> <p>Each pair has to fill in the blank spaces with the word/little sentence of their cards. In the first space children have to put the name of the orange card, while in the second space the name of the green card.</p> <p>Teacher underlines the first blank space with orange chalk and the second one with green chalk, to help children in their task. At the end they have to read loud their sentence.</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1034 165 1375 210"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b><br/>parts of the body, function of parts of the body</p> <p><b>Communicative structures</b><br/>put the correct words in the blank spaces to create the correct sentence</p> | L | S | <b>R</b> | <b>W</b> | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input checked="" type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work |  | teacher observes if children put the correct word in the correct space to create the sentence. |
| L | S      | <b>R</b>  | <b>W</b>   |   |   |   |          |          |   |  |  |

# CLIL Lesson Plan

|                    |   |                      |   |              |          |
|--------------------|---|----------------------|---|--------------|----------|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 2 | <b>Title</b> | Our body |
|--------------------|---|----------------------|---|--------------|----------|

| <b>Activity</b> | <b>Timing</b> | <b>Learning Outcomes</b> | <b>Activity Procedure</b> | <b>Language</b> | <b>Interaction</b> | <b>Materials</b> | <b>Assessment</b> |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

|   |        |  |   |  |   |   |          |          |   |                       |  |
|---|--------|--|---|--|---|---|----------|----------|---|-----------------------|--|
| 1 | 50 min | <p>Work in group to make a poster: decide who will be the "model" and who will mark the profile, remember the names of the body's parts.</p> | <p>Teacher divides the class into 3 groups: every group takes a big poster and put it on the floor. One person per group will be the "model": he/she has to lay on the poster and the others use markers to mark his/her profile. Then they have to write on the poster the names of the human body's parts. If they don't remember some parts, they can peek on the "human body poster" done in the previous lesson.</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1037 164 1377 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b><br/>parts of the body</p> <p><b>Communicative structures</b><br/>choose a "model" for your poster, make a profile of him/her, write down the parts of the body you remember. If you don't remember, you can take a peek on our "human body poster".</p> | L | S | <b>R</b> | <b>W</b> | <p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p> | <p>poster markers</p> | <p>teacher observes how children organize themselves into the group: if there are argument or if they choose fairly the roles. in addition, teacher will observe how many names of body's parts children can remember, and if they need the help of the "human body poster".</p> |
| L | S      | <b>R</b>   | <b>W</b>  |  |   |   |          |          |   |                       |  |



|   |        |   |  |  |   |   |   |   |  |  |   |
|---|--------|---|--|--|---|---|---|---|--|--|---|
| 2 | 20 min | be able to remember the names of body's parts and transfer the informations from a big poster to a littler piece of paper | Teacher gives everyone a piece of paper with a little "human body profile" (FILE U1_L2_ALL1, ONLY THE BLANK PROFILE ON THE RIGHT SIDE). Children have to cut it and paste only the rectangle beside the human profile (because later they will paste the other profiles of the file "U1_L2_ALL1 under this profile) on their own exercise book and then write the names of the parts of the body, using arrows to mark the position of each part. They can use their "human body profile", done in the previous activity, as help. | <p><b>Skills</b></p> <table border="1" data-bbox="1037 161 1377 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>parts of the human body, cut, paste,</p> <p><b>Communicative structures</b><br/>take this paper sheet, cut and paste the human body profile on your exercise book. draw some arrows to mark the body's parts and write their names. you can take a look the "human body profile" of your group.</p> | L | S | R | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U1_L2_ALL1.jpg</li> </ul> <p>exercise book<br/>pen/pencil glue<br/>scissors</p> | teacher observes how many times children take a look on the "human body profile" done in the previous activity: if they remember well the names and don't need the support of the poster, or if on the other hand they need a lot the help of poster to do this activity. |
| L | S      | R   | W  |  |   |   |   |   |  |  |   |

|   |          |  |  |   |   |          |   |   |   |                         |   |
|---|----------|--|--|---|---|----------|---|---|---|-------------------------|---|
| 3 | 20 min   | be able to expose a group work to the classmates | Teacher leaves some time for groups which want to expose their poster to the classmates. | <p><b>Skills</b></p> <table border="1" data-bbox="1037 164 1377 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>parts of the human body</p> <p><b>Communicative structures</b><br/>Expose your classmates the work you did. Can you name every parts of the body without look at the poster or do you need it? Organise yourselves in order to give the chance to each member of the group to talk.</p> | L | <b>S</b> | R | W | <input checked="" type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | poster created in group | teacher observes how clearly the groups can expose their work, if everyone is able to take a part in the exposition, or if only one or two members of the group talk. |
| L | <b>S</b> | R  | W  |   |   |          |   |   |   |                         |   |

# CLIL Lesson Plan

|                    |   |                      |   |              |         |
|--------------------|---|----------------------|---|--------------|---------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 1 | <b>Title</b> | Muscles |
|--------------------|---|----------------------|---|--------------|---------|

| Activity | Timing   | Learning Outcomes  | Activity Procedure   | Language   | Interaction | Materials | Assessment |          |  |                   |   |
|----------|----------|--|--|--|-------------|-----------|------------|----------|--|-------------------|---|
| 1        | 20 min   | see what children think about when teacher say the words "muscular system" | teacher writes on the blackboard the words "muscular system" and asks children what they know about it. Teacher invites children to write on the blackboard the words that they say. If someone says a word in Italian, teacher write it in English. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b><br/>muscular system, movement, names of principal muscles</p> <p><b>Communicative structures</b><br/>Under our skin, lays our muscular system. Have you ever heard about it? What do you know about it?</p> | L           | <b>S</b>  | R          | <b>W</b> | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | blackboard chalks | the participation of the children in the conversation |
| L        | <b>S</b> | R  | <b>W</b>   |  |             |           |            |          |  |                   |   |

|   |        |   |   |   |  |   |  |
|---|--------|---|---|---|--|---|--|
| 2 | 20 min | take the main informations out of a video, recognize some words of the video and show the card with those words | teacher shows a video about muscular system one time with subtitles. Then, he/she gives children a flashcard with some words related to muscles. (page 1 of the pdf "U2_L1_ALL1" uploaded in the section "materials"). Now children watch another time the video, and this time they have to pay more attention because when the word of their flashcard is told, they have to raise the card and show it to the classmates. Teacher can stop the video when a child raises his/her card. | <p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b><br/>muscular system, functions of muscular system, name of some muscles</p> <p><b>Communicative structures</b><br/>listen carefully to the video, and try to catch some familiar words reading the subtitles</p> | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L1_ALL1.pdf</li> </ul> <p>video: "The Human Body for children - Muscles for Kids": <a href="#">link</a></p> | the attention of the children to the video, the correct match: "word in the video - word on the flashcard" |
|---|--------|---|---|---|--|---|--|

|   |        |  |   |  |   |  |   |
|---|--------|--|---|--|---|--|---|
| 3 | 25 min | understand the meaning of "voluntary", know where is a particular muscle in our body, do a movement with that muscle | Teacher has previously created a poster "MUSCLES - voluntary / involuntary": and explains that muscles children saw in the video are called "voluntary", because humans can make consciously a movement with them. Teacher gives children some new flashcards (all the page 2 and page 3 only the card "calves" of pdf U2_L1_ALL1) with types of muscles. Each one reads his/her flashcard, and teacher asks if he/she can point this muscle and if he/she can move it. The answer will be always yes because they are all voluntary muscles. So now children have to paste with tape the flashcards on the poster, under the word "voluntary". | <p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b><br/>voluntary muscles, names of main voluntary muscles, movement</p> <p><b>Communicative structures</b><br/>As we saw in the video... Take these flashcards... Where is the muscle of your flashcard? point it on your body... make a movement with this muscle... paste your flashcard on the poster</p> | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L1_ALL1.pdf</li> <li>• U2_L1_ALL2.jpg</li> </ul> <p>poster like the example U2_L1_ALL2</p> | teacher observes if children have paid attention to the video, if they know already the meaning of "voluntary", if they can point exactly the muscles on their body |
|---|--------|--|---|--|---|--|---|

|   |        |   |  |   |   |   |   |   |  |         |  |
|---|--------|---|--|---|---|---|---|---|--|---------|--|
| 4 | 25 min | do the right movement, associate the correct muscle(s) to a particular movement | To prove that the muscles children saw in the flashcards are voluntary, teacher invites them to make experiments with the body. He/she asks, for example, to walk around the classroom. in the meantime, teacher asks: "what type of muscles do we use to do this action?". Then teacher can ask to do the same experiment with other movement (jump, crawl, roll...). | <p><b>Skills</b></p> <table border="1" data-bbox="1037 165 1377 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>walk, jump, crawl, roll...</p> <p><b>Communicative structures</b><br/>Now we experiment with our own body... if we walk, what voluntary muscles do we use? you can look at the poster the names...</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | nothing | participation of the children in the activity, if they do the movements and if they can say correctly which muscles are involved |
| L | S      | R   | W  |   |   |   |   |   |  |         |  |

# CLIL Lesson Plan

|                    |   |                      |   |              |                                   |
|--------------------|---|----------------------|---|--------------|-----------------------------------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 2 | <b>Title</b> | Voluntary and involuntary muscles |
|--------------------|---|----------------------|---|--------------|-----------------------------------|

| Activity | Timing   | Learning Outcomes                                     | Activity Procedure   | Language   | Interaction | Materials | Assessment |   |  |   |  |
|----------|----------|---|--|--|-------------|-----------|------------|---|--|---|--|
| 1        | 15 min   | review concepts and vocabulary of the previous lesson | teacher reviews with children the poster, and asks them what can humans do with those muscles. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>voluntary muscles, function, movement</p> <p><b>Communicative structures</b><br/>what did we say the last lesson? do you remember the function of voluntary muscles?</p> | L           | <b>S</b>  | R          | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L1_ALL2.jpg</li> </ul> Poster like the example U2_L1_ALL2 | teacher checks if children remember correctly the concepts |
| L        | <b>S</b> | R   | W  |  |             |           |            |   |  |   |  |

|   |        |  |   |  |   |   |   |   |  |  |  |
|---|--------|--|---|--|---|---|---|---|--|--|--|
| 2 | 25 min | know the name of some involuntary muscles and their function | Teacher shows on the poster that there are voluntary muscles, but there are also involuntary ones. Teacher asks if someone knows the name of some of these muscles, then shows the cards (page 3, the cards "intestine muscle, cardiac muscle, uterus" of pdf U2_L1_ALL1) and says that these are examples of involuntary muscles, which means that they move independently. He/she put the cards on the poster under the word "involuntary". | <p><b>Skills</b></p> <table border="1" data-bbox="1037 165 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>voluntary, involuntary, muscles, independent</p> <p><b>Communicative structures</b><br/>we saw the voluntary muscles... now we see that there is another type of muscles: the involuntary. These are some examples...</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L1_ALL1.pdf</li> <li>• U2_L1_ALL2.jpg</li> </ul> <p>poster like the example U2_L1_ALL2</p> | teacher observes the participation of children in the conversation |
| L | S      | R  | W   |  |   |   |   |   |  |  |  |



|   |        |   |   |   |   |   |   |   |   |   |  |
|---|--------|---|---|---|---|---|---|---|---|---|--|
| 3 | 50 min | use an experiment to understand how the heart works, work correctly in a group activity | Children do an experiment to simulate the heart's work. Teacher says that thanks to the beats of the cardiac muscle, heart pumps 5 litres per minute in human body! Teacher prepares two large buckets on a desk, and children have to fill one of them with 5 liters of water. Then teacher divides the class into 3 groups: children of each group, taking turns, have to try to move all the water in the bucket with the water into the empty bucket in just one minute or less using a 1/4 measuring cup. (teacher sets at the beginning a timer for 1 minute). The group which can do this experiment in one minute wins. | <p><b>Skills</b></p> <table border="1" data-bbox="1034 165 1375 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>cardiac muscle, heart, beats, blood</p> <p><b>Communicative structures</b><br/>To see how heart works, we will do an experiment... Take 5 litres of water and fill one bucket... use the measuring cup to fill the other bucket.. the other groups can control the timer</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | 2 large buckets 5 litres of water 1/4 measuring cup timer | teacher check if children do the experiment correctly, and if it is a fair play or if children consider this experiment like a competition |
| L | S      | R   | W   |   |   |   |   |   |   |   |  |

# CLIL Lesson Plan

|                    |   |                      |   |              |                                       |
|--------------------|---|----------------------|---|--------------|---------------------------------------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 3 | <b>Title</b> | voluntary and involuntary muscles - 2 |
|--------------------|---|----------------------|---|--------------|---------------------------------------|

| Activity | Timing   | Learning Outcomes                         | Activity Procedure   | Language  | Interaction | Materials | Assessment |   |  |   |  |
|----------|----------|---|--|---|-------------|-----------|------------|---|--|---|--|
| 1        | 15 min   | remember the concepts of previous lessons | Teacher shows another time the poster "muscle - voluntary / involuntary" and checks if children can remember the concepts of the previous lessons. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>muscles, voluntary, involuntary, function</p> <p><b>Communicative structures</b><br/>let's check if we remember the concepts of previous lessons...</p> | L           | <b>S</b>  | R          | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L1_ALL2.jpg</li> </ul> poster like the example U2_L1_ALL2 | teacher checks if children remember concepts about voluntary and involuntary muscles |
| L        | <b>S</b> | R   | W  |   |             |           |            |   |  |   |  |

|   |          |   |   |   |   |          |   |   |   |  |   |
|---|----------|---|---|---|---|----------|---|---|---|--|---|
| 2 | 15 min   | to do a classification of type of voluntary and involuntary muscles | <p>Teacher shows the picture with a "deeper" classification of muscles (PAGE 4 of U2_L1_ALL1) and asks children if they can say which types of these are voluntary and which are involuntary. When they have answered, they can write on the poster, under the words "voluntary" and "involuntary", the other words (voluntary --&gt; skeletal muscle/ involuntary --&gt; cardiac and smooth muscle). Later, children have to put in order the flashcards under "involuntary", because these muscles can be either cardiac or smooth.</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1032 164 1375 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>skeletal, cardiac, smooth, voluntary, involuntary, muscles</p> <p><b>Communicative structures</b><br/>which of these do you think are voluntary muscles? which of these do you think are involuntary muscles? why? put in order the flashcards on the poster under the word "involuntary"</p> | L | <b>S</b> | R | W | <p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p> | <ul style="list-style-type: none"> <li>• U2_L1_ALL1.pdf</li> <li>• U2_L1_ALL2.jpg</li> </ul> <p>poster like the example U2_L1_ALL2</p> | <p>teacher checks the participation of the children in the conversation</p> |
| L | <b>S</b> | R   | W   |   |   |          |   |   |   |  |   |

|   |        |  |  |  |   |   |   |   |  |  |  |
|---|--------|--|--|--|---|---|---|---|--|--|--|
| 3 | 15 min | follow the instructions of the teacher to do an exercise | Teacher gives children the second "human profile" paper sheet (PROFILE WITH MUSCLES, IN THE FILE U1_L2_ALL1), and they have to cut and paste only the rectangle beside it on their exercise book, under the other profile they pasted during another lesson. | <p><b>Skills</b></p> <table border="1" data-bbox="1032 165 1377 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>cut, paste, human profile</p> <p><b>Communicative structures</b><br/>cut the profile with muscles on your sheet, paste only the rectangle beside the profile</p> | L | S | R | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U1_L2_ALL1.jpg</li> </ul> | teacher checks if children understand his/her instructions to do correctly this activity |
| L | S      | R  | W  |  |   |   |   |   |  |  |  |

|   |        |   |   |   |   |   |   |   |  |                           |   |
|---|--------|---|---|---|---|---|---|---|--|---------------------------|---|
| 4 | 45 min | experiment with body and muscles some concepts learned during this unit | Children do some experiments with their muscles. 1. Teacher tells children to put their fingertips on their desk without their palms touching the desk. Now they have to lift just their thumb, then their pointer finger, then the middle finger, then the pinky finger. Finally, they have to lift the ring finger. It is hard to lift it like the others! Teacher explains that this is due to the fact that ring finger and the middle finger share a lot of tendons: when they hold their middle | <p><b>Skills</b></p> <table border="1" data-bbox="1032 823 1377 869"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>finger, tendons, lift, bend over, hold, jump, stand on one foot</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | only the body of children | teacher observes if children participate actively in the experiments, if they have interesting questions about them and if they can explain the reason why we can/cannot do certain movements |
| L | S      | R   | W   |   |   |   |   |   |  |                           |   |

finger down on the desk these tendons make it very hard to lift up the ring finger independently. 2. Teacher says to children to bend over and hold their toes, keeping their legs straight, if possible. Holding this position teacher asks them to jump backward. Then children have to jump forward: it is harder. Teacher explains that when they bend over and hold their toes their center of gravity is backward. So, when they want to move forward is very hard! 3. First of all, children have to stay on one foot for few seconds. Then, they have to stand with one foot and that side of their body against a wall. They have to try to lift the foot not against the wall and stand on one foot. They cannot do it. So teacher tells children to go away from the wall and stand on one foot again. Teacher asks if they can notice the shift in their weight. Teacher explains that when they lift one foot the center of gravity shifts to the side to

### **Communicative structures**

Try to do these experiments about muscles... put your fingertips on the desk... lift them... bend over... can you do the experiment? Why do you think this experiment work/doesn't work as we expected? this happen because...

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | compensate the new position. When they were standing against the wall, the weight cannot shift, so they cannot lift a foot. |  |  |  |  |
|--|--|---|--|--|--|--|

# CLIL Lesson Plan

|                    |   |                      |   |              |                   |
|--------------------|---|----------------------|---|--------------|-------------------|
| <b>Unit number</b> | 2 | <b>Lesson number</b> | 4 | <b>Title</b> | Muscles - summary |
|--------------------|---|----------------------|---|--------------|-------------------|

| <b>Activity</b> | <b>Timing</b> | <b>Learning Outcomes</b> | <b>Activity Procedure</b> | <b>Language</b> | <b>Interaction</b> | <b>Materials</b> | <b>Assessment</b> |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

|   |     |   |   |   |   |   |   |   |   |   |  |
|---|-----|---|---|---|---|---|---|---|---|---|--|
| 1 | 1 h | work and discuss in group, remember names of muscles and where are they located | <p>Teacher divides the class into three groups. Each group receive two paper sheets: one with the picture of voluntary muscles, one with the picture of the organs enveloped by involuntary muscles.</p> <p>Teacher keeps in his/her hand a human body model, and says the name of a type of muscle. Children, in groups, have to discuss where is the muscle and whether it is voluntary or involuntary, and when they have agreed about it, one child goes to the teacher and point the muscle on the human body model. Later, he/she comes back to the group and children have to write down on the sheet the name of the muscle, in the right place. This activity continues with many different type of muscles.</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1034 165 1375 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>muscles, voluntary, involuntary</p> <p><b>Communicative structures</b><br/>pay attention to the name of the muscle I tell you... Is it voluntary or involuntary? when you have agreed with the mates of your group, one of you can come here and point the muscle... come back to your group and write the name on your sheet...</p> | L | S | R | W | <p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p> | <p>• U2_L4_ALL2.pdf</p> <p>human body model</p> | <p>teacher observes how children work in groups, if they remember correctly where are the different types of muscles, if they write the names correctly on the sheet</p> |
| L | S   | R   | W   |   |   |   |   |   |   |   |  |



|   |        |   |  |   |   |   |   |   |  |  |   |
|---|--------|---|--|---|---|---|---|---|--|--|---|
| 2 | 30 min | use the knowledges about muscular system to fill in a worksheet | Teacher gives children a worksheet and they have to complete it individually. Later they return the worksheet to the teacher and he/she will correct it. | <p><b>Skills</b></p> <table border="1" data-bbox="1034 165 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>types of muscles, parts of the body</p> <p><b>Communicative structures</b><br/>Read carefully and try to fill in the table</p> | L | S | R | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U2_L4_ALL1.pdf</li> </ul> | Teacher read the worksheets and checks how much children have learned about this unit |
| L | S      | R   | W  |   |   |   |   |   |  |  |   |

# CLIL Lesson Plan

|                    |   |                      |   |              |          |
|--------------------|---|----------------------|---|--------------|----------|
| <b>Unit number</b> | 3 | <b>Lesson number</b> | 1 | <b>Title</b> | Skeleton |
|--------------------|---|----------------------|---|--------------|----------|

| Activity | Timing   | Learning Outcomes   | Activity Procedure   | Language  | Interaction | Materials | Assessment |          |  |                   |   |
|----------|----------|---|--|---|-------------|-----------|------------|----------|--|-------------------|---|
| 1        | 20 min   | what children think about when teacher say the words "skeletal system", if they say pertinent words | Teacher writes on the blackboard the words "skeletal system" and asks children what they know about it. Teacher invites children to write on the blackboard the words that they say. If someone says a word in Italian, teacher write it in English. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td><b>W</b></td> </tr> </table> <p><b>Key vocabulary</b><br/>skeleton, names of some bones, function</p> <p><b>Communicative structures</b><br/>Under our muscles, we find our skeleton...<br/>Have you ever heard about it? What do you know about it? What it the function of our skeleton?</p> | L           | <b>S</b>  | R          | <b>W</b> | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | blackboard chalks | participation of children in the conversation |
| L        | <b>S</b> | R   | <b>W</b>   |   |             |           |            |          |  |                   |   |

|   |        |   |  |  |   |  |   |
|---|--------|---|--|--|---|--|---|
| 2 | 20 min | take the main informations out of a video, recognize some words of the video and show the card with those words | <p>Teacher shows a video about skeletal system one time with subtitles. Then, he/she gives each one a flashcard with some words related to skeletal system. (page 1 of the pdf "U3_L1_ALL1). Now children watch again the video, and this time they have to pay more attention because when the word of their flashcard is told, they have to raise the card and show it to the classmates. Teacher can stop the video when a child raises his/her card.</p> | <p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b><br/>bones, joints, cartilage, skeletal system, support</p> <p><b>Communicative structures</b><br/>listen carefully to the video, and try to catch some familiar words reading the subtitles</p> | <p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p> | <p>• U3_L1_ALL1.pdf</p> <p>video "The Skeletal System - Educational Video about Bones for Kids" : <a href="#">link</a></p> | <p>the attention of the children to the video, the correct match: "word in the video - word on the flashcard"</p> |
|---|--------|---|--|--|---|--|---|

|   |        |   |   |   |  |                   |   |
|---|--------|---|---|---|--|-------------------|---|
| 3 | 15 min | learn new words about skeletal system, write them on the blackboard | Teacher explains that in the skeletal system there are not only bones, but also cartilage and joints. Children can go to the blackboard and write some new words that they have learned from the video. | <p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b><br/>skeletal system, bones, joints, cartilage</p> <p><b>Communicative structures</b><br/>Have you listened carefully to the video?<br/>Is the skeletal system made only of bones? Or are there other parts?<br/>Do you remember their names? You can come to the blackboard and write the words...</p> | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | blackboard chalks | teacher observes the participation of the children in the activity and if they remember the concepts of the video |
|---|--------|---|---|---|--|-------------------|---|

|   |        |   |   |   |   |   |   |   |  |  |   |
|---|--------|---|---|---|---|---|---|---|--|--|---|
| 4 | 35 min | make the correct match "bone in the video - bone on the flashcard", recognize the part of the body where is situated a bone | Now children watch the video again, but this time teacher gives them the flashcards with names of the bones (pp.2 -3 of file U3_L1_ALL1). The teacher also holds the human body model, showing its skeleton. Every time a bone is told in the video, the kid with the corresponding flashcard has to raise it. Teacher stops the video. Then he/she goes to the teacher and point the bone on the model. Finally he/she shows to the classmates where is the bone, pointing the part of his/her own body. | <p><b>Skills</b></p> <table border="1" data-bbox="1037 164 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>names of bones, parts of the body</p> <p><b>Communicative structures</b><br/>Listen carefully to the video and raise your flashcard when it is called "your bone"... point the bone on the model... point the place where is situated this bone on your own body</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U3_L1_ALL1.pdf</li> </ul> <p>human body model</p> | teacher check if children pay attention to the video, if they do the correct match "bone in the video - bone on the flashcard", if they recognize correctly the part of the body where is situated a bone |
| L | S      | R   | W   |   |   |   |   |   |  |  |   |

# CLIL Lesson Plan

|                    |   |                      |   |              |                    |
|--------------------|---|----------------------|---|--------------|--------------------|
| <b>Unit number</b> | 3 | <b>Lesson number</b> | 2 | <b>Title</b> | Bones - experiment |
|--------------------|---|----------------------|---|--------------|--------------------|

| Activity | Timing | Learning Outcomes   | Activity Procedure   | Language  | Interaction | Materials | Assessment |   |  |                    |   |
|----------|--------|---|--|---|-------------|-----------|------------|---|--|--------------------|---|
| 1        | 1 h    | understand one of the function of the skeleton by creating a clay model of human body | Teacher gives children a piece of clay. They have to create individually a model of a human body: children can see that it cannot stand properly. Teacher explains that is due to the fact that there is not an "internal skeleton". So teacher gives children some toothpicks, and they have to use them (and break them into smaller pieces if necessary) to simulate the skeleton. So they have to put them into the "clay human body model". This way the models can stand properly on the desk. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>human body, bones, stand, support</p> <p><b>Communicative structures</b><br/>use the clay to create your personal human body model... Can your model stand on your desk properly? or does it need some support? Try with these toothpicks...</p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | clay<br>toothpicks | teacher check if children understand his instructions to create their model |
| L        | S      | R   | W  |   |             |           |            |   |  |                    |   |

|   |        |   |  |   |   |   |   |   |  |  |   |
|---|--------|---|--|---|---|---|---|---|--|--|---|
| 2 | 30 min | understand that there are different type of bones with different functions. | teacher explains that bones have many functions, not only the "support" function. Children watch a video where are described some of the principal bones and their functions. Then teacher leads a conversation with children about the video. | <p><b>Skills</b></p> <table border="1" data-bbox="1189 165 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>bones, functions</p> <p><b>Communicative structures</b><br/>Do you think that bones have the only function of support? What do you understand by watching the video?</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | video "Bones   The Dr. Binocs Show   Learn Videos For Kids" : <a href="#">link</a> | teacher observes if children listen carefully to the video and if they can catch correctly informations. Teacher assess the participation in the conversation |
| L | S      | R   | W  |   |   |   |   |   |  |  |   |

# CLIL Lesson Plan

|                    |   |                      |   |              |                |
|--------------------|---|----------------------|---|--------------|----------------|
| <b>Unit number</b> | 3 | <b>Lesson number</b> | 3 | <b>Title</b> | Types of bones |
|--------------------|---|----------------------|---|--------------|----------------|

| Activity | Timing     | Learning Outcomes  | Activity Procedure  | Language   | Interaction | Materials | Assessment |   |  |   |  |
|----------|------------|--|---|--|-------------|-----------|------------|---|--|---|--|
| 1        | 1 h 30 min | understand that there are different type of bones, with different functions, work into groups to find informations | Teacher reminds children about the previous lesson, and check if they remember some concepts. Then, teacher divides children into 4 groups and give each of them a worksheet (U3_L3_ALL1), with different types of bones. Children have to read it, search in the dictionary the words they don't know and then search on the internet or in their science book some example of that determined type of bone. At the end of this activity, each group have to expose to the classmates what is the function of the type of bones they have worked on and do some of examples. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>types of bones, functions, examples</p> <p><b>Communicative structures</b><br/>There are different type of bones, with different functions... Read carefully and try to complete the worksheet... You can look at the dictionary if you cannot understand some words...</p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U3_L3_ALL1.pdf</li> </ul> dictionary computer science book | teacher checks how children work in groups, if they use properly the computer to search informations, and he/she assesses how they expose their work |
| L        | S          | R  | W   |  |             |           |            |   |  |   |  |



# CLIL Lesson Plan

|                    |   |                      |   |              |        |
|--------------------|---|----------------------|---|--------------|--------|
| <b>Unit number</b> | 3 | <b>Lesson number</b> | 4 | <b>Title</b> | Joints |
|--------------------|---|----------------------|---|--------------|--------|

| <b>Activity</b> | <b>Timing</b> | <b>Learning Outcomes</b> | <b>Activity Procedure</b> | <b>Language</b> | <b>Interaction</b> | <b>Materials</b> | <b>Assessment</b> |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

|   |            |   |  |   |   |   |   |   |  |                                      |  |
|---|------------|---|--|---|---|---|---|---|--|--------------------------------------|--|
| 1 | 1 h 30 min | understand the instruction of the teacher to do an experiment individually, understand how joints work in our body by doing this experiment | <p>Teacher explains that there are not only bones in the skeletal system, while there are also cartilage and joints. To understand better the function of the joints, children will do an experiment. Everyone has previously bring from home a drinking straw and a pipe cleaner. Children also will need scissors. Teacher explains how children will do this experiment. The first step is to thread the pipe cleaner through the straw. Then children have to try to bend gently the pipe cleaner. Children will see that it cannot bend too much. The second step is to take the pipe cleaner out of the straw and cut the straw into pieces of 1 cm. Now children have to thread the pieces of the straw onto the pipe cleaner, one touching each other. Now children have to bend the pipe cleaner again: this time the pipe cleaner bends easily. After this experiment, teacher explains that the pipe cleaner and straw represent how joints work. When the straw was in just one long piece, it was representing one long bone, like the femur. This type of bones can't bend because there is no joint there to allow the movement. But when the straw was cut in pieces, it was very easy to bend because of the "joints" created by the cuts in the straw.</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1189 165 1529 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>pipe cleaner, straw, scissors, bones, joints,</p> <p><b>Communicative structures</b><br/>Does the pipe cleaner bend much? Try to cut the straw... now does the pipe cleaner bend more or less?</p> | L | S | R | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | drinking straw pipe cleaner scissors | teacher observes if children understand his/her instruction for the experiment, if they understand the function of the joints in our body by doing this experiment |
| L | S          | R   | W  |   |   |   |   |   |  |                                      |  |

# CLIL Lesson Plan

|                    |   |                      |   |              |                       |
|--------------------|---|----------------------|---|--------------|-----------------------|
| <b>Unit number</b> | 3 | <b>Lesson number</b> | 5 | <b>Title</b> | Create your skeleton! |
|--------------------|---|----------------------|---|--------------|-----------------------|

| Activity | Timing | Learning Outcomes  | Activity Procedure   | Language  | Interaction | Materials | Assessment |   |  |  |  |
|----------|--------|--|--|---|-------------|-----------|------------|---|--|--|--|
| 1        | 15 min | follow the instructions of the teacher to do an exercise | Teacher gives children the third "human profile" paper sheet (PROFILE WITH SKELETON, IN THE FILE U1_L2_ALL1), and they have to cut and paste the profile on their exercise book, under the other two profiles they pasted during previous lessons. | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>cut, paste, human profile</p> <p><b>Communicative structures</b><br/>cut the profile with skeleton on your sheet, paste the profile under the other two profiles you have paste previously on your exercise book</p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U1_L2_ALL1.jpg</li> </ul> glue scissors | teacher checks if children understand his/her instructions to do correctly this activity |
| L        | S      | R  | W  |   |             |           |            |   |  |  |  |

|   |            |  |  |  |  |  |   |
|---|------------|--|--|--|--|--|---|
| 2 | 1 h 15 min | Follow the instructions of the teacher to create a human profile of cardboard, remember the name of the main bones of the human body and put them in the right place of the body | Teacher gives each one a piece of cardboard and some sheets with pictures of different bones of human body. Children have to cut these pictures and paste them on the cardboard. Then they have to cut around the "skeleton" on the cardboard to create the human silhouette. After this activity, teacher gives them another paper sheet with strips with the names of the bones (file U3_L5_ALL1) they have learned during this unit. Children have to cut and paste the strips and put them in the right place on their "human silhouette". Finally, teacher invites children to expose their work to the classmates, if they want. | <p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b><br/>cut, paste, names of the bones</p> <p><b>Communicative structures</b><br/>cut the parts of the skeleton and paste it on the cardboard... create your own skeleton... cut the strips and put them on your human silhouette</p> | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• U3_L5_ALL1.pdf</li> </ul> <p>cardboard sheets with picture of human bones glue scissors</p> | teacher observes if children follow the instructions to do their work correctly, and if they put correctly the name of the bones on the picture of them |
|---|------------|--|--|--|--|--|---|