

CLIL Module Plan

Author(s)	Martina Paoli				
School	I.C. Pergine 2 - Scuola Primaria di Susà				
School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Scienze	Topic	Flowers and fruits		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>This Unit will be proposed to the class 3A of the Primary School of Susà di Pergine. There are twelve students in the class, six boys and six girls. All students speak Italian as their first language, two children know other languages too. Italian dialect is spoken by the majority of children but only occasionally. There are two students with special educational needs in the class. Both need help in organising their work and time, not always show adequate autonomy in completing tasks. This is one reason why the teacher chose to mainly develop the lessons working in groups: with the help of their classmates, the performances of these students increase. Students have been studying Science in CLIL Methodology since their first school year but with another teacher. English levels are not equal between students: however, all students own a good basis of language that permits them to perform their first written and oral productions. Students are used to group works. The teacher promotes an empirical learning that is close to children's experience: she proposes activities with real materials in order to stimulate children's engagement and motivation. Furthermore, working on concrete materials helps students to build their own knowledge by discovering things and seeing them in the instant.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students know the differences between living and non-living things. The plant kingdom has already been introduced and in particular they have studied the following parts of the plants: roots, stem, leaves. They know the function of each part, can classify plants according to their stem/trunk, and can describe different types of leaves. They are used to group works.</p>	<p>Students have studied the verbs "to be" and "to have". They know colours and numbers and know the basic sentence structure (S-V-O).</p>

Timetable fit	© Module	Length 3 Units, 9 Lessons (each lesson lasts 50 minutes)
Description of teaching and learning strategies	<p>The main methodological approach used during this Module is Cooperative Learning. Students are used to work in groups. The teacher divides students taking into consideration their competences in order to build heterogeneous groups made up of more competent and less competent members. Working in groups takes numerous benefits to all students. In each group, students have different roles: there is the manager (reads tasks, checks for comprehension of his/her group mates, checks noise levels, ...), the recorder (writing tasks), the speaker (presents for the group), the time keeper (checks the time and helps the manager in his/her tasks). Groups stay usually fixed for the whole Module, unless some difficulties or particular needs develop during the lessons. Working in groups helps the development of social skills such as collaboration and negotiation of meaning. On the other hand, it decreases competition levels and disagreements and conflicts between students. Even though these social skills are not clearly mentioned in the lesson plan, it is clear that this Module has the aim to develop them. To promote students' engagement and motivation, the teacher proposes the analysis of real materials. In this way, children can see, touch, smell... perceive the materials with a multisensory approach. Referring to Unit 1, in order to reinforce motivation and connection with everyday life, if it is possible, the teacher can choose to organise an excursion to the park and allow children to pick up flowers and bring them to school for the analysis.</p>	

Overall Module Plan

<p>Unit: 1 The Flower Unit length: 5 lessons (50 minutes each)</p>	<p>Lesson 1 Parts of a flower</p> <p>Lesson 2 Discovering the parts of a flower</p> <p>Lesson 3 Experiment: pigments in petals</p> <p>Lesson 4 Function of flowers</p> <p>Lesson 5 Pollination and Fertilisation</p>
<p>Unit: 2 The fruit Unit length: 2 lessons (50 minutes each)</p>	<p>Lesson 1 From flowers to fruits</p> <p>Lesson 2 Parts of a fruit</p>
<p>Unit: 3 Assessment Unit length: 2 lessons (50 minutes each)</p>	<p>Lesson 1 Let's create your plant</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Parts of a flower
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Students will: - list the parts of a flower, their function and/or curiosities about flowers they already know - talk and discuss in their groups using given grammatical structures	The teacher organises a brainstorming activity to collect all the prior knowledge of students. Some pictures of flowers, both real and illustrated, will be projected on the interactive whiteboard. The students are divided into three groups. Each group consists of four children and has got Post-its: students have to write or draw what they already know about flowers. A specific student in each group (the speaker) has got the task to stick Post-its on the blackboard. During	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary As students still do not know the specific terms of flowers, they can use L1 to refer to possible prior knowledge. The teacher will introduce vocabulary orally in the discussion with students.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_A1_Pictures of flower_examples.pdf <p>Post-its, pictures of flowers (see examples in the attached File U1_L1_A1_Pictures of flower_examples)</p>	Formative assessment: the teacher observes the groups and checks the interaction of all students. Teacher can ask questions and support thinking processes of students.
L	S	R	W								

			<p>the blackboard. During the activity, the teacher visits all groups and supports students in their reflection processes. At the end, the teacher will read the statements written on the Post-its and discuss them with students.</p>	<p>Communicative structures I think that flowers... Flowers have got... In my opinion... Flowers are important because... These sentences are written on the blackboard and on a worksheet at the disposal of each group in order to support students in their communication in English.</p>		
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2	30 minutes	Students will: - identify the parts of a flower - name the different parts of a flower	Teacher gives students a worksheet with a picture of a flower. First in group and then together with the whole class, students have to fill in the blanks. Meanwhile, on the interactive whiteboard a WordWall activity is projected. It is a labelled diagram and students have to drag and drop the words to their correct place on the image. This activity is useful for	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Stem, petal, sepal, pistil, stigma, style, ovary, stamen, anther, filament</p> <p>Communicative structures Can you identify the different parts of a flower? The flower is made up of... Flowers have got...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L1_A2_Parts of a flower.pdf <p>WordWall activity: link, Worksheet U1_L1_A2_Parts of a flower</p>	Formative assessment: The teacher monitors the interactions and the participation in the groups and takes into account the prior knowledge emerging to organise the following lessons.
L	S	R	W								

the proofreading of the written worksheet. It is important to clarify that the teacher does not insist on the full conclusion of the worksheet: the main aim is to verify if students recognise some parts of the flowers and their names in English. If no part of flowers is recognised, the focus is on the WordWall activity and the teacher guides children in the connections between the word and the image.

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Discovering the parts of a flower
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Students will: - explore the parts of a flower - examine the parts of a flower - illustrate the parts of a flower	The class is divided into groups of four. Each group receives a couple of flowers, one worksheet per student and some lab tools (magnifying glasses, tweezers). In their groups, students have to explore the flowers and dissect them in order to identify their different parts (petals, sepals, stamen, filament, anther, pistil, stigma, style, ovary, ovules). They can refer to the activity done during the first lesson to check which parts they have to find and to review the vocabulary. At the end, when students have spotted all the parts, they will illustrate them on the given worksheet.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Flower, pistil, stigma, style, ovary, ovules, stamen, anther, filament, petals, sepals</p> <p>Communicative structures I can see... In my opinion this is...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_A1_Draw the parts of a flower.pdf <p>Flowers with distinguishable parts, worksheet U1_L2_A1, magnifying glasses, tweezers</p>	Formative assessment. The teacher supports children in their discoveries and observes their participation and motivation. Particular attention is given to the interactions of children also in terms of language skills. The teacher can provide extra scaffolding where
L	S	R	W								

							where needed. The final worksheets will be part of the formal assessment and will be taken into consideration for the monitoring of the learning processes.
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Experiment: pigments in petals		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30 minutes	Students will: - prove that petals are rich in pigments	The class is divided into three groups of four. Each group receives some petals (choose flowers with intense colours such as dark red), four transparent glasses (or bowls) and four spoons (one per student). Students put some petals in their glasses. The teacher pours some hot water in each glass and students start pressing the petals with the spoons. In this way, water will gradually get colored as petals begin to lose their pigments. In their groups students discuss and make hypothesis about the experiment.	<p>Skills</p> <table border="1" data-bbox="943 164 1258 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Petals, pigment</p> <p>Communicative structures In my opinion... I can see... The colour of water is red because... Petals are red and water is red.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Colorful petals, transparent glasses, spoons, hot water.	
L	S	R	W								

2	20 minutes	Students will: - describe what a pigment is and why they are important in petals	Once the experiment is finished, students fill in the experiment worksheet (U1_L3_A2_Experiment worksheet) with teacher's help.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Petals, pigment</p> <p>Communicative structures We used water, petals, glasses, spoons. First, petals are red and water is transparent. Then, water is red. The experiment proves that... Petals have red pigments. Petals are colored.</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L3_A2_Experiment worksheet.pdf <p>Experiment worksheet U1_L3_A2</p>	Formative assessment: during the writing task, the teacher asks questions in order to support the thinking processes of students and to check the comprehension level of the experiment. This activity is part of the formative assessment that helps the teacher monitoring the learning processes.
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CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Function of flowers
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Students will: - recall the characteristics of living things	The teacher organizes an activity to recall the characteristics of living things studied in the first part of the year. A PowerPoint Presentation with some pictures of living and non-living things are projected on the interactive whiteboard. Students are divided into three groups and have to decide whether the thing on the picture is living or non-living. On a new slide, the teacher starts	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Movement, respiration, growth, reproduction, nutrition, excretion</p> <p>Communicative structures What is this? Is it living or non-living? This is a plant/rock/insect/... It is a living thing/a non-living thing. In my opinion, ... I agree because it breathes/eats/moves/lives...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_A1_Living and non-living things.pptx PowerPoint Presentation (U1_L4_A1_Living and non-living things)	Formative assessment: through this activity the teacher can verify how depth previous knowledge have been internalized by students.
L	S	R	W								

		<p>teacher starts writing the characteristics one letter at a time. Students discuss in their groups and when they think to know the answer, the spokesperson can raise his/her hand and if the teacher calls him/her, he/she can tell the answer.</p>				
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2	35 minutes	Students will: - predict the function of flowers in plants	When the previous activity is finished and all characteristics of living things are written on the slide, children can talk in their groups about the function of flowers. In order to support the development of students' ideas, the teacher shows the class two videos about pollination and fertilisation.	<p>Skills</p> <table border="1" data-bbox="936 165 1339 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Seeds, pistil, stamen, anther, stigma, style, ovary, pollen, pollination, pollinator, fertilisation, reproduction.</p> <p>Communicative structures In my opinion... The flower helps the plant to... The flower makes seeds. Pollen goes from the anther to the stigma.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Links to the Videos: 1. link 2. link	Formative assessment: the teacher monitors students' attention during the playing time of the videos. At the end of videos, the teacher gathers potential questions and verifies the comprehension with some questions.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Pollination and Fertilisation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Students will: - describe pollination and fertilisation	The teacher provides students with a worksheet and tells them the instructions: the teacher is going to read the text and students have to fill in the gaps. At the end, in pairs, students will compare their worksheets and check for	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pollen, pollination, bees, stigma, ovary, seed, fertilisation</p> <p>Communicative structures I put... I write...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_A1_Pollination_worksheet.pdf Pollination worksheet (U1_L5_A1_Pollination_worksheet)	Peer assessment. In this activity the focus is on peer assessment: students check their work in pairs and later with the class.
L	S	R	W								

or
mistakes.
Then,
taking
turns,
students
read aloud
a sentence
while their
classmates
check their
own work.
At the end
of the
activity,
children will
draw on
their
notebooks
diagrams of
the
pollination
and
fertilisation
processes.

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	From flowers to fruits
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Students will: - identify the process in which a flower becomes a fruit	In the first ten minutes, the teacher shows the class three videos that illustrate the process in which a flower becomes a fruit. Then the teacher divides the class into three groups. Students are asked to take the worksheets with the drawings of the parts of the flowers (U1_L2_A1_Draw the parts of a flower) and reflect on which part could become a flower. To support their thinking processes, the teacher provides students with a worksheet reporting a diagram showing the stages that fruits go through.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Fruit, seeds, pistil, ovules, ovary.</p> <p>Communicative structures In my opinion... Ovary becomes the fruit. Ovules become the seeds.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_A1_From flower to fruit.pdf <p>Links to the video: 1. link 2. link 3. link Worksheet U2_L1_A1_From flower to fruit</p>	Formative assessment: the teacher observes the class and monitors students' motivation, participation and interaction (also in terms of language, providing extra scaffolding where needed).
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Parts of a fruit
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Students will: - identify the parts of a fruit	The class is divided into three groups. Each group receives half an apple. In groups, students have to observe the fruit and try to identify its parts. The teacher provides each group with a worksheet reporting the parts of the fruits. Children have to connect every word with the right part. The same worksheet will be given to each student at the end of the activity: each student will complete it and put it in his/her own notebook.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Stem, core, seeds, skin, flesh</p> <p>Communicative structures I can see... An apple has got...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_A1_Parts of a Fruit.pdf <p>Apples, worksheet U2_L2_A1_Parts of a Fruit</p>	Formative assessment: the worksheet is taken into consideration for the monitoring of learning processes. Students' attention, involvement and interactions will be observed during group work.
L	S	R	W								

2	20 minutes	Students will: - compare the parts of a flower with the parts of a fruit	In the same groups, children receive a flower. They will observe and analyse both the fruit and the flower and discuss which parts of the fruit can be related to the flower. In order to help the thinking processes, each group has got a worksheet with illustrated flower and fruit on it that might help the observation (U2_L2_A2_Flower and Fruit).	<p>Skills</p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Stem, petals, sepals, core, seeds, pistil, ovary</p> <p>Communicative structures The ovary is the fruit. These are the sepals. The stem is here.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_A2_Flower and Fruit.pdf <p>Apples, flowers, worksheet with flower and fruit (U2_L2_A2_Flower and Fruit).</p>	Formative assessment: students' engagement, motivation and interactions will be observed.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Let's create your plant
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	100 minutes	Students will: - reproduce a plant with a flower and a fruit - present the plant and its parts	The class is divided into three groups. Each group has to design the project of a plant and create it. The teacher makes some materials available (different types of paper, poster board, cardboard, markers, painting...) to the students. Groups work on their projects and the teacher supports them in their creating processes. Once the plants are created, each group prepares a small presentation of the crafts. In particular, they have to describe flowers' and fruits' parts. Other groups can ask questions. The teacher asks one question per group.	<p>Skills</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>Key vocabulary Roots, stem, leaf/leaves, flower, pistil, stigma, style, ovary, ovules, seeds, stamen, anther, filament, petals, sepals, fruit, skin, flesh, core</p> <p>Communicative structures We made the plant with... The plant has got... This is the flower/fruit. You can see... Language structures are available on the blackboard in order to support students' presentations.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Several materials (different types of paper, scissors, glue, poster boards, markers, painting, ...)	Summative assessment: this project-based activity helps the teacher in the assessment of the following: - prior knowledge and new contents - language (in terms of both vocabulary and basic structures) - several skills (organising skills, social skills, planning skills, linguistic skills, ...)
L	S	R	W								