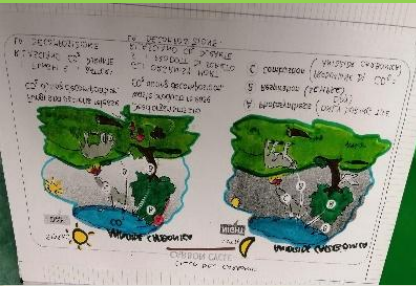
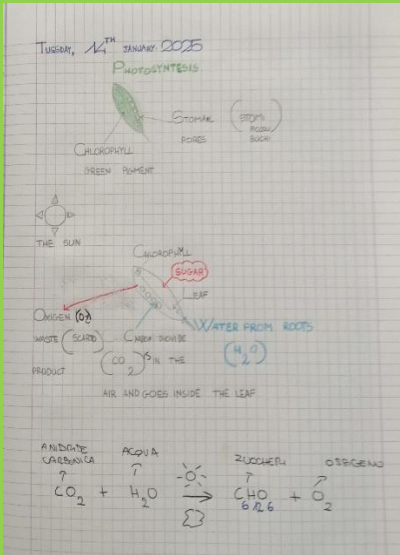
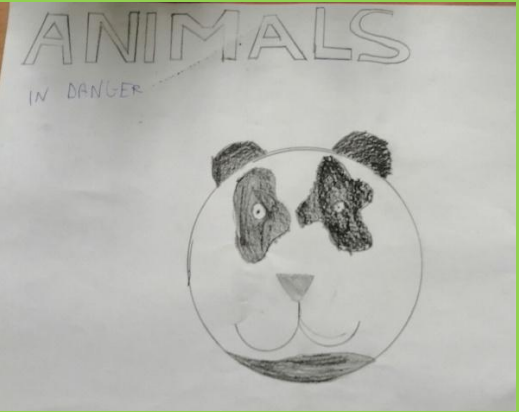


Attività secondo la Metodologia CLIL -Corso di Formazione nell'ambito del PNRR -Scuola Primaria PIANFEI – docente Sara Arnaudo -



## CLIL: LEARNING PROJECT UNIT

### TITLE: LET'S EXPLORE THE WORLD OF PLANTS

Subjects: Science, English, Civic Education

School: (Primary) 4th year OF PRIMARY

Project period: 8 hours

LANGUAGE linguistic level: pre-A1

#### Science objectives

- ☐ To understand the main characteristics of living things
- ☐ To understand similarities and differences between living things
- ☐ To learn the main characteristics of plants
- ☐ To identify parts of plants and their functions
- ☐ To understand and learn the process of photosynthesis and the role of plants in the ecosystem
- ☐ To promote environmental awareness and the importance of preservation of plants

#### Linguistic objectives

- ☐ To know specific lexis about plants
- ☐ To be able to use the present simple of to have in the affirmative, negative and interrogative form
- ☐ To be able to use there is and there are
- ☐ To be able to use the modal verbs can and can't
- ☐ To be able to use the demonstrative adjectives this and these

#### Cognitive Process

- ☐ To recognise and to match information

- ☐ To make hypothesis based on one picture or on outcomes of experiments
- ☐ To analyse and compare characteristics of living things
- ☐ To draw and to explain graphic organisers like Venn diagram, tables, mindmaps
- ☐ To collaborate in a group

### TEACHING ACTIVITY

The activities will be carried out for 1 hour a week involving Science, English and support teachers.

Lesson 1 Brainstorming on previous Knowledges about living things and vital cycle (mind map created in group on THE blackboard). Sorting in small group about different phases. Detailed study: seven life processes of a living thing. Introduction of some daily verbs in English. KWL chart to activate previous knowledge and reflect on what they want to learn.

Lesson 2 Differences and similarities of living things. Discussion and preparation the Venn Diagram to show similarities and identify differences. Presentation of verbs can/ can't. Exercises.

Lesson 3 Definition and characteristics of plants identifying their parts. Specific lexis about plants and practice of the verb have got. Exercises of matching to be carried out in pairs.

Lesson 4 Parts of plants that we eat. Making hypothesis and presentation of pictures about different vegetables, fruit. Collective work. Practise of the structures this is and these are.

Lesson 5-6 Role of plants in the ecosystem: photosynthesis and factors that influence this process. Carrying out two experiments about chlorophyll removal and release of oxygen from plants. Active participation of the students to the activities. Use of the scientific method to carry out experiments, to focus attention on the formulation of hypothesis in relation to possible outcomes. Lexis about photosynthesis and practise the structure: what happens if.....what does a plant need to live?

Lesson 7 Importance of plants for the life on earth (production of oxygen, support the ecosystem, animal and human diet) and actions to protect plants. Group Work to match pictures about ecosystem with preparation of a poster about actions needed to preserve plants. What can we do to save plants?

Lesson 8 Evaluation and self-evaluation about the activities done during the unit.

### Materials and tools

- ☐ Science and Civic education class books
- ☐ Educational video on YouTube
- ☐ Printed materials (pictures about fruit, vegetables, photosynthesis and carbon cycle)
- ☐ Materials for experiments (kettle, pipette, plastic jars, leaves)
- ☐ Felt pens, posters

### Testing and evaluation

- ☐ Participation to experiments and class discussion
- ☐ Observation of group activities
- ☐ Drawings and report of the experiments
- ☐ Assessment grid
- ☐ Self-evaluation from students about their appreciation of the activities carried out during the unit done
- ☐ KWL chart to reflect on what they have learned