

CLIL EXCELLENCE for PRIMARY SCHOOLS

LEARNING UNIT FORMAT

Subject Area: SCIENCE AND ARTS **Topic:** SEASONAL OBSERVATIONS

Class 1st/2nd GRADE
lessons

Number of lessons The project lasts all year long. For every season we planned about 6

***WALT* - We are Learning To-:**

During the learning unit

Children will be able to know:

- Seasonal changing and weather daily report.
- Weather symbols.
- Parts of a tree.
- Parts of an apple and of a pumpkin.
- Germination of a seed.
- Practice different artistic technique such as collage, painting, watercolours, cutting, ...

Children will be able to:

- Observe the weather and the seasonal changing.
- Report the weather daily using symbols.
- Recognize parts of a plant and of a fruit.

Children will be able to be aware of :

- Seasonal changing and main features for each season.
- Weather changing through the different seasons.
- Reproduce with different techniques seasonal changing on an apple tree.

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION

- CORE ACTIVITIES DIVIDED IN
 - FIND OUT (INPUT PHASE)
 - SORT OUT (INPUT PROCESSING PHASE)
 - OUTPUT (SPEAKING AND WRITING PRESENTING A PERSONAL OR GROUP PRODUCT)
- Final ASSESSMENT

These steps will be developed during a certain number of lessons each teacher will plan. An example follows:

LESSON 1

Steps	Lesson Description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
ACTIVATION of the learning unit	In the backyard of our school there is an apple tree. In September, when we started the school, it was full of apples : this let us introduce a first science unit on the apple tree and on seasonal changes, because it was the opportunity to see how it has changed during the following months.	Parts of a tree (apples, fruits, leaves, branches, trunk)	What can you see ? What is this ? What are those ?	Photographs and pictures	W	1 hour
CORE ACTIVITIES	We go out in the garden and we gather around the tree and ask the children what they see, to memorize the vocabulary related to the tree . We use the photo that	Parts of a tree (apples, fruits, leaves, branches, trunk)	What are those ? What are these ?	Song « Way up high an apple tree » https://www.youtube.com/watch?v=fKmFHRrkFuQ	W and I	8 hours

	<p>we took during the first observation to stick the labels of the parts of a tree.</p> <p>Then, in class we observe the apples that we picked in the garden from outside and from inside and we learned the parts of the fruit through direct observations and the senses.</p> <p>We realize a collage of the apple tree with the fruits on using bark rubbing for the trunk, paint with cotton sticks for the leaves, piece of brown paper for the branches and balls of crispy paper for the apples.</p> <p>We learn the song « Way up high an apple tree ».</p>	<p>Parts of an apple and features that we observed (skin, flesh, seeds, round, smooth, small, good, tasty ...)</p>	<p>What is this ?</p> <p>How does it look like ?</p> <p>What do you feel ?</p> <p>How does it feel using your hands ?</p> <p>How does it taste ?</p> <p>How does it smell ?</p> <p>Take a brown crayon and rub on the page</p> <p>Pick up a stick and put it in the jar</p> <p>Paint with your stick</p> <p>Cut and paste trunk and branches</p> <p>Take the red paper and make a small ball to make the apple.</p>	<p>Stationery 's materials</p> <p>Apples</p> <p>Photographs</p> <p>Interactive whiteboard</p> <p>Labels</p> <p>Worksheets</p>		
	<p>In autumn we observe that the tree has started to lose its leaves. We see the leaves falling on the ground. We watch the video « Autumn leaves are falling down » and we go out in the garden to observe what are the changes.</p>	<p>Autumn colours Autumn vocabulary (falling leaves, apples, grapes, nuts, mushrooms, pumpkin...) Parts of a pumpkin</p>	<p>What season is it ?</p> <p>What are the autumn colours ?</p> <p>What are the parts of the tree ?</p>	<p>Song « Autumn leaves are falling down » https://www.youtube.com/watch?v=tPm7JTGIHcA</p> <p>Song « This is my favourite pumpkin »</p>	<p>W, I</p>	<p>8 hours</p>

	<p>We observe that there are a few leaves on the tree and some leaves on the ground. Then, for Halloween, we introduce some seasonal vocabulary and we observe a pumpkin and its parts outside and inside using the senses. We take some pictures and we use the photographs to put on the new labels.</p> <p>During the art lessons, we realize using watercolour pencils and a worksheet the autumn tree. With the watercolour pencils we colour an half of a page using the autumn colours that we have observed before, then we add water . In the end we cut out some leaves to paste on the worksheet. The worksheet reproduces a tree and we colour trying to be as real as we can.</p>	<p>and main characteristics (stem, skin, flesh, seed, big, hard, rough and bumpy, orange, fresh, heavy...)</p>	<p>What are the parts of a pumpkin ?</p> <p>What can you see ?</p> <p>What are those ?</p> <p>What are these ?</p> <p>What is this ?</p> <p>How does it look like ?</p> <p>What do you feel ?</p> <p>How does it feel using your hands ?</p> <p>How does it smell ?</p> <p>How does it taste ?</p> <p>Colour with your watercolour pencils</p> <p>Add some water with your brush</p> <p>Cut out small leaves</p> <p>Paste the leaves on the tree and on the ground</p>	<p>https://www.youtube.com/watch?v=plIKTHQR7so</p> <p>Pumpkin</p> <p>Interactive whiteboard</p> <p>Worksheets</p> <p>Photographs</p> <p>Labels</p> <p>Stationery's materials</p>		
	<p>Winter... brr it's cold, there are no leaves on the branches.</p>	<p>Winter clothes (scarf, hat, mittens,</p>	<p>It's winter</p>	<p>Video « Kipper's snowy day »</p>	<p>W, I</p>	<p>8 hours</p>

	<p>After the Christmas break, we go out in the garden to see how our apple tree has changed : now there are no leaves at all, only branches covered in frost, and it's very cold outside. We take some photographs of the tree to stick the labels with the observations we make. We also focus on the fact that it's cold and we observe that we have winter clothes on to keep us warm. We introduce the study of the winter clothes to keep warm and we watch the video of a dog, named Kipper on a winter day. We realize the winter tree using coloured pencils and white paint to add some snow, after a snowy day. We also realize a painting using watercolours of clothes to keep us warm in the cold winter : we colour the winter clothes only with warm colours and the background with cool colours</p>	<p>gloves, jumper, socks, boots...) It's winter</p> <p>There are no leaves on the tree</p> <p>Brrr, It's cold</p>	<p>What's the weather like ?</p> <p>It's cold</p> <p>Is it hot or cold ?</p> <p>Put on your...</p> <p>Take off your...</p> <p>Observe and colour, using the right colour of the sky and of the ground</p> <p>Put your stick in the jar to take some paint</p> <p>Take your cool colours and colour the page</p> <p>Take your warm colours and colour the clothes that you have chosen</p>	<p>https://www.youtube.com/watch?v=lg51v40wHi0</p> <p>Flashcards</p> <p>Interactive whiteboard</p> <p>Worksheets</p> <p>Photographs</p> <p>Labels</p> <p>Stationery's materials</p>		
	<p>Now it's Spring... we can see the flowers and the insects on the apple tree. During the first weeks of spring, the apple tree has</p>	<p>Parts of a tree : flowers, buds...</p> <p>Insects (ladybug, bee, bumblebee)</p>	<p>It's spring</p> <p>What can you see ?</p> <p>Do you notice anything</p>	<p>Video read aloud « Wake up, it's spring » https://www.youtube.com/watch?v=AAhZf493es4</p>	<p>W, I</p>	<p>8 hours</p>

	<p>bloomed, we observe the new green leaves , the pink and white flowers and the pink buds. We also spot some insects around the tree like bees, bumblebees and a ladybug.</p> <p>We take some photographs of the apple tree and we write down the observation on our copy-book. We create a copy of a flowered branch of the apple tree, according to the direct observation.</p> <p>By the end of the school there will be the opportunity to look the small green apples on the tree to complete the season's cycle.</p>		<p>different ?</p> <p>What changes can you notice ?</p> <p>What are these ?</p> <p>Colour follow the instructions</p> <p>Cut out five petals</p> <p>Paste the petals on the circle and paste the flowers on the branches.</p>	<p>Song « Spring is here » https://www.youtube.com/watch?v=DobrRgD5aOU</p> <p>Interactive whiteboard</p> <p>Worksheets</p> <p>Photographs</p> <p>Labels</p> <p>Stationery's materials</p>		
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***Type of interaction::** I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

ASSESSMENT	<p>FORMATIVE ASSESSMENT (on going process): observe students' participation and in the activities and their involvement ; take notes of their interests.</p> <p>SUMMATIVE ASSESSMENT (written and oral tests / resources/): written test based on labelling and multiple choice , oral test.</p>
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LESSON 2

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	The teacher points out the differences between living and non living, focusing on plants	Germination of a plant What does a plant need to grow?	What's necessary for a plant to live: water, air, light (sun), nutrients. Parts of a plant: radicles, root, stem, leaves, flower, fruit	Video and song, interactive white board, photographs	W	30 min
CORE ACTIVITIES:	Each child receives a little plastic box with some cotton in it and four beans. We complete the first page of the Bean Plant Diary and we give water to the beans. The diary will be completed weekly. Through the daily observation of the bean, we observe the different steps of a germination One of the boxes will not get water and one will not get light.	Observe a bean seed, focus on the embryo. Observe the germination steps, focusing on the parts of the growing plant. Find out what a plant needs to grow.	How many radicles have your beans got? How many stems? How many leaves? Air, water, light What happened to the beans with no water or no light?	Direct observation (daily) Bean Plant Diary (weekly)	I and W	1 hour (weekly)

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ASSESSMENT

FORMATIVE ASSESSMENT (on going process): weekly observation of the bean plant diary . Interaction in class during the oral revision.

SUMMATIVE ASSESSMENT (written and oral tests / resources/): Written test on the parts of a bean plant.

LESSON 3

Steps	Lesson Description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	What's the weather like, today?-> before Observing the weather outside, we sing " how's the weather?" song and using the flashcards the teacher asks if the weather is sunny, cloudy...	Weather	How's the weather like, today? It's sunny,... What's the weather like, today?It's... Is it sunny? Is it windy? is it rainy? Is it cloudy? Is it snowy?...	How's the weather ? song https://www.youtube.com/watch?v=rD6FRDd9Hew Interactive board Weather flashcards	W	5 minutes every day
CORE ACTIVITIES:	At the beginning of the year, according to the weather of the day, every children realise through artistic activities a « touchable » flashcards about the weather. E.g. on a sunny day, they prepared a yellow circle and some stripes with a crispy paper for the rays, on a cloudy day they create a cloud with some cotton wool, ... Sunny : a yellow sun with crispy paper rays Cloudy : a cotton wool cloud Rainy : a grey cloud with a	Weather Sun, cloud, rain, snow, wind	Draw and colour Cut and paste Fold and paste...	Weather flashcards cotton wool crispy paper coloured paper scissors and glue interactive board video : how to create a kite origami. https://www.youtube.com/watch?v=Who0NyT2MhM	W, I	5 hours

	<p>mirror sticky paper for the drops of rain</p> <p>Snowy : symmetric snowflakes cut out from white paper on a blue cardboard</p> <p>Windy : an origami kite with a moving tail</p>					
	<p>One child goes to the window, observes the weather and reports to the class that could confirm or not. If not, another student could help. Then, we report the daily weather on a chart, colouring every day a square through the following scheme:</p> <p>sunny : yellow cloudy: grey rainy: light-blue snowy: white windy: green foggy: stripes</p> <p>The weather report is taken only on school days.</p>	<p>Weather symbols and colours</p> <p>Days of the Week</p>	<p>What's the weather like, today?It's sunny,...</p> <p>What day is it today?</p> <p>What's the date?</p>	<p>Weather daily observation sheet</p>	<p>W, I</p>	<p>5 minutes every day</p>
	<p>At the end of the month, we complete the graph about what we have observed. We count together how many days we did the observation, then we sort out how</p>	<p>Numbers up to 20</p>	<ul style="list-style-type: none"> - How many days did we observe? - How many sunny/ cloudy... days? - Let's count the days and report - And the "winner 	<p>Weather daily observation sheet and the graph sheet for each student.</p>	<p>W, I</p>	<p>1 hour a month</p>

	<p>many sunny days, how many cloudy days... there were. Then we colour the graph column and we write the number. At the end we can see what was the most frequent weather of the month.</p>		is..."			
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ASSESSMENT	
	<p>FORMATIVE ASSESSMENT (on going process): Every day , when we ask a child about the weather we can assess about his/her knowledge.</p> <p>SUMMATIVE ASSESSMENT (written and oral tests / resources/): After a few months, the student complete the monthly weather report by themselves and find the mode.</p>

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