

Teacher's name	Serena Dellantonio
Date	25 th May 2015
Time	07.55- 08:45 (50 minutes)
Subject	Science
Class	IIIA
Group profile	Strengths: the class is generally quiet and interested.
	Weaknesses: The pupils have been learning English for only one school year (2 lessons a week) Some of them have an attention deficit and show to be a little immature.
Learning Outcomes (most learners)	<p>To be able to sort fruit from vegetables</p> <p>To recognize which different part of a plant we eat in different vegetable</p> <p>Cognitive skills: predicting, classifying, applying knowledge, identifying and describing</p> <p>Communication: "I like.. too/ I don't like... either, what's this? it's a... "</p> <p>Vocabulary, fruit, vegetables, parts of a plant(root, stem, leaf, flower, bud, fruit, seed)</p>
Final task	<p>Label the different part of a plant.</p> <p>Complete a table (worksheet 3: add the vegetables you eat during the week putting them in the right space)</p>
Timetable fit	<p>The class is not a CLIL-classroom and they only do language lesson.</p> <p>Previous language lessons: vocabulary: food and drinks. Structures: like, don't like</p> <p>Next lesson: animal food.</p>
Anticipated problems and solutions	<p>Problem: the time is too short, because it's the first lesson and some time is needed to get ready and to collect the tickets for the canteen.</p> <p>Solution: some activity will be done in the next lessons</p> <p>Problem: pupils don't understand the video.</p> <p>Solution: Write some key subject-specific vocabulary on the board.</p> <p>Paraphrase language or summarize with simple words what is said in the video</p>

Resources & materials to be used	Flashcards about fruits and vegetables Board to write the words Video : "Parts of a plant/The Dr Binocs Show" Source: You Tube Worksheet 1:PARTS OF A PLANT Worksheet 2: WHAT ARE THEY? Worksheet 3:FINAL TASK
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Stage	Aim	Procedure	Materials	Interaction	Timing
1 Action game with whole class.	Revision of vocabulary (fruit and vegetables) and of the structures: I like ...too/I don't like... either.	Say a sentence e.g. " <i>I like apples / I don't like spinach</i> ". Explain and demonstrate that if the sentence is true for the children they should stand up, raise their hand and say e.g. <i>I like apples too!</i> or <i>I don't like spinach either!</i> If the sentence said isn't true for them they should fold their arms and stay silent.	Flashcards Board to write the words of fruits and vegetables that are mentioned during the game	Everyone in the class is involved. Extend the game by inviting individual children to say a similar sentence about vegetables/fruit they like or don't like and the rest of the class listens and responds.	10 minutes
2 What is a fruit and what is a vegetable	Be able to sort fruit from vegetables and understand that the fruit is the part of the plant that comes from a flower and contains seeds and the vegetable is any eatable part of a plant that does not have seeds.	Explain that fruits and vegetables are different parts of a plant. Children look the words on the board. Brainstorming activity: "what's the difference between a fruit and a vegetable?".	Board to look at the words written during the previous activity and to write the answers of the children.	Everyone in the class is involved (they can use L1)	10 minutes
3 Video : "Parts of a plant/The Dr Binocs Show" Source: You Tube	Be able to name the different parts of a plant	Video and worksheet 1 Watch the video. Stop to verify comprehension. Complete the worksheet 1 and watch the video again to check.	Internet for the <u>video</u> and <u>Worksheet 1.</u>	Mainly listening activity	10-15 minutes
4 Which part of a plant are the different vegetables we usually eat.	Recognize which different part of a plant we eat in different vegetable	Worksheet 2. Divide the class into pairs. Ask the children to work with their partner, decide which part of a plant the	<u>Worksheet 2</u>	Pair activity Once the children are ready ask different pair to show what they have done and	10-15 minutes (if there's no time for each pair to show their work the activity

		vegetable are and then draw and label other 3 vegetables.		talk about the food they have drawn: e.g <i>Onions are roots, lettuces are leaves</i>	will be completed during the next lesson)
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The final task (WORKSHEET 3) will be given as homework.