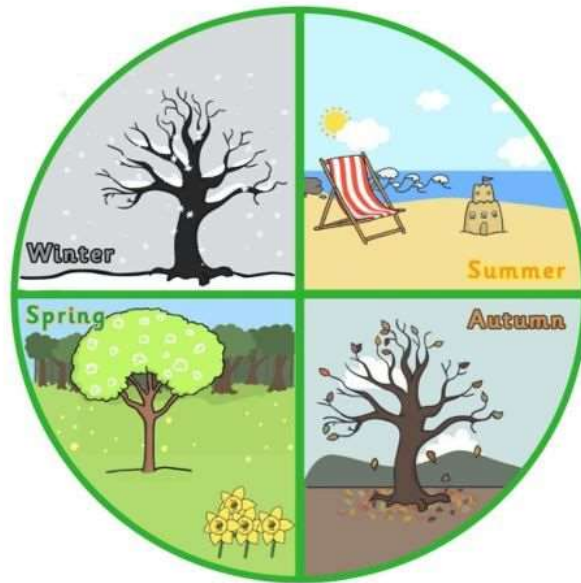




CLIL ACTIVITY : SCIENCE



The four seasons

TOPIC: Science	LEVEL: First class- secondary school (11 years old)	TIMING: 3 lessons – 6 hours
Aim: The students: <ul style="list-style-type: none"> •Will understand the relationship between the seasons and nature. •They will also understand which factors are necessary for a seed to be able to germinate. 		
A -Content	B-Cognition	
The students: <ul style="list-style-type: none"> •Explore which conditions have to be present for a seed to germinate •Gain basic knowledge about the four seasons, using spring as a reference •Understand the structure of plants •Understand the basics of setting up an experiment 	The students will: <ul style="list-style-type: none"> •Use observations and experiments, they should be able to draw conclusions •Apply their knowledge of experimentation •Use their knowledge <u>in a</u> new context •Explain and predict what happens to plants in other seasons 	

C- Communication

Students will:

- Work collaboratively to develop hypotheses
- Explain the effects different conditions have on a plant and its ability to grow
- Discuss predictions and give conclusions
- Be able to describe a plant



LANGUAGE OF learning	LANGUAGE FOR learning	LANGUAGE THROUGH	D-CULTURE
<p>This unit helps students understand plants and their structure, the factors affecting growth, with an emphasis on seasons and seasonal changes. Particular reference is made to spring.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> •Describe the stages of plant development during spring •Set up and perform experiments •Draw conclusions from experiments •Describe the four seasons differences using weather and the life of the plants as reference 	<p>The four seasons: Which kind of weather is typical for each season and what do the woods look like at that time of year? What is germination? Experiments with cress to show how a seed germinate. Two experiments with peas to show the students the forces of nature and how important the root is for the plant What happened and how do we explain it?</p>	<p>The students have to explain the cress experiments to pre-schoolers and use the experiments to explain the seasonal changes.</p>

CROSS-CURRICULAR APPROACH –ACTIVITIES

LESSON 1

The class talks about the seasons, with the teacher introducing weather-phrases and descriptions, and hanging pictures /flashcards on the walls in the classroom.

The learners are divided into 8 groups. Two groups will work on each season.

Within 15 minutes the groups have to draw and write what the weather is like in the season they have been assigned. When time is up the groups working with the same season join and compare their drawings and notes to see if they have come up with the same things

LESSON 2

What is germination?

The class talks about what happens when a seed is planted.

- The students will be able to describe what happens with a seed

Lesson 3:

The students are given an experiment description with drawings. They now have to set up their experiment with the cress being placed under different light and temperature conditions. They then describe what they think is going to happen.

Every other day the experiments are checked and if needed, watered. After one week the experiments are evaluated and the pupils compare their hypothesis with what has actually happened. If their hypothesis turns out not to be correct, they have to try to explain why the result came out different than anticipated.

