

TKT CLIL LESSON PLAN

Teacher's name	Francesca Strauss
Date	18 May 2015
Time	2 hours
Subject	Science: bees and honey
Class	Year 1 primary school
Group profile	<p>Strengths: They absorb very quickly the language: vocabulary and main structures. Some children know better than others English because they come from different countries and their parents speak a little English at home. They sometimes work in pair and are able to collaborate.</p> <p>Weaknesses: Different levels and efforts in learning content and language. It is the first year they study English. Some students have low concentration.</p>
Learning Outcomes (most learners)	<p>Learn and represent how bees make honey. Learn the different stages in making honey. Learn, through a game, the different roles of bees: worker (collect pollen), queen (lay eggs in the hive) and drone (male bees).</p> <p>Know and use vocabulary related to bees and honey (bee, honey, hive, flower, honeycomb). Know and use some adjectives (sweet, bitter). Know and use some verbs (to fly, to make, ...). Questions structures (What is it? It is a ...). Give a simple reply using body. Interact with classmates and teacher. Understand and follow the instructions of the teacher.</p> <p>Identify and name vocabulary related to bees and honey. Make some hypothesis about how bees make honey. Order different stages that describe how bees make honey.</p> <p>Cooperate in pairs and in groups. Know the role of beekeeper. Be aware of the existence of different kind of honey.</p>
Final task	Match some pictures with the right word and draw the path of making honey by bees.

Timetable fit	<p>Knowledge of animals, especially insects and bees (what are bees, how they are, where they live ...). They have done a trip in a farm where they saw many animals, also bees. They also know some vocabulary about animals and nature (tree, flower) and are able to identify and name animals using flashcards.</p> <p>They will learn something more about the differences between a queen, worker and drone bee and their life cycle.</p>
Anticipated problems and solutions	<p><u>Technological problem</u>: the whiteboard does not work and it is not possible show the video to learners. Prepare before some pictures could help children to understand how honey is made.</p> <p><u>Behaviour problem</u>: some children would not pay attention. It will be useful to show some pictures in order to facilitate them and attract them. Try to involve them in practical activities, where they are doing something and encourage them giving a positive feedback.</p> <p><u>Learning difficulties</u>: especially for the language because for children it is the first year that they study English. If children do not understand the language it is possible to use gestures, pictures, speak slowly and repeat concepts many times. Another strategy could be to use code switching but just for certain moments.</p> <p><u>Time problem</u>: the amount of time planed for each stage would not be enough or too much. If time is not enough I will give students some pictures for their poster so they do not need to draw and they have just to order the pictures and choose words related to each stage. If I see the time is too much we can do the game “the race for the honey” more than one time and leave them time to enjoy.</p> <p><u>Space problem</u>: the space, especially for the game, would not be enough. We can change the arrangement of the desks or do it in the playground.</p> <p><u>Absent students</u>: If there are absent children, for the group work it will be necessary to change and combine groups in another way.</p>
Resources & materials to be used	<p>Video, song, posters, pictures, flashcards, specific materials for the game (hive, flowers and crown in paper and yellow balls) personal and school materials, English book, worksheet.</p> <p>To support the weakest students I can use more visual aids and require just a physical response.</p>

Stage	Aim	Procedure	Materials	Interaction	Timing
1 Beginning	<p>Activate knowledge.</p> <p>Introduce words related to bees</p>	<p>Warm up phase - Brainstorming activities: start from the question “which animal makes honey?”</p> <p>Discussion in pairs about bees and key vocabulary related to them. Write on the blackboard the</p>	<p>Blackboard, flashcards, whiteboard and song (“our bee song”).</p>	<p>In pair during the discussion.</p> <p>Later the whole class with the support of the teacher.</p> <p>Finally, during the song, interaction using body.</p> <p>For certain moments,</p>	<p>20 minutes</p>

	and honey.	vocabulary they already know in English and teach them the vocabulary they know just in Italian. Help them to learn vocabulary showing flash cards and using a simple song combined with movements and gestures.		especially during pair discussion, it is necessary for children to use code switching.	
2 Middle	Discover and understand how honey is made by bees. Understand the role of beekeeper. Be aware of the existence of different kind of honey.	Ask to students this question: "how bees make honey?". After the question, collect the different hypothesis. Later show a video to verify their hypothesis. After the video reflect and try to repeat together, with the support of the teacher and pictures, the different stages. I ask some questions to learners to avoid misunderstandings. In the last stage the attention is on the role of beekeeper. Moreover, it is possible to lead a little discussion showing children a picture of honey of different colours. Pupils, from the picture, can understand that there are different kind of honey that depend on the kind of flowers and the zone where they grow. This reflection has the aim to focus on culture.	Video ("honey bee- teach your kids about the amazing busy buzzing insect"), whiteboard, computer and pictures (Worksheet 1)	Whole class with the support of the teacher.	30 minutes
3 Middle	Reflect in groups on the stages involved in making honey.	Divide the students into five groups. Give to students a poster where they have to draw the stages of making honey and choose	Posters, pieces of paper with key words and personal school materials (pencil, crayons ...). Materials for the	In groups during the work. In two teams for the game. Whole class for the plenary.	50 minutes

	<p>Order and represent the different stages.</p> <p>Know the role of different bees.</p>	<p>which are the words (flower, hive, honey, beekeeper ...) related to the different stages. I can suggest them to use a cycle, useful graphic organizer, for connecting the stages.</p> <p>At the end each group shows his poster to classmates.</p> <p>Game “the race for the honey”.</p> <p>Children are divided in two different teams. They pretend to be bees (worker bees), buzz on the flowers to take nectar (yellow balls) and run to the hive (a paper hive) to put the nectar into the cells. For each hive there is a child that is the queen and wears a crown and drones. At the end of the game, honey quantity (yellow balls) determinates the winner. Finally, little and brief plenary to reflect with the whole class about what they have learned.</p>	<p>game: two hives in paper, yellow balls, two crowns for the queens of each hive and two flowers in paper. (Worksheet 2)</p>		
<p>4</p> <p>End</p>	<p>Verify what students have learned</p>	<p>Give to students a test that consists in matching some pictures with the right word and connect with an arrow the path made by bees.</p>	<p>Tests (Worksheet 3)</p>	<p>Individual assessment</p>	<p>20 minutes</p>

Worksheet

