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× CLIL WITH PLANTS:

a SCIENTIFIC PROJECT PRESENTED BY THE CLASSES IV A AND IV B

× OF RASSINA'S PRIMARY SCHOOL





CLIL

WITH

PLANTS

2017-18

**"PLANTS AND PHOTOSYNTHESIS " -  
A CLIL PROJECT  
A.S. 2017/2018  
SCUOLA PRIMARIA RASSINA**

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**DISCIPLINE COINVOLTE:** Scienze, Arte e Immagine, Tecnologia

**DESTINATARI:** Alunni delle classi IV

**OBIETTIVI:**

1. Riconoscere le parti di un fiore e di una pianta e le loro funzioni
2. Imparare i bisogni primari di una pianta
3. Fare esperimenti, predire, fare osservazioni e interpretare i risultati
4. Imparare i passaggi fondamentali della fotosintesi attraverso la visione di video, l'ascolto e la memorizzazione di canzoni.
5. Usare la drammatizzazione per sviluppare sia le competenze legate all'ascolto che al parlato.
6. Fornire opportunità per l'inclusione nei processi di apprendimento.

**ARGOMENTI :**

1. LA PIANTA E LE SUE PARTI
2. LA PIANTA E I SUOI BISOGNI
3. LA FOTOSINTESI CLOROFILLIANA

**TEMPISTICA:** 6 di 2 ore ciascuno in L2

**Warmer:** video, songs and games that connect to the topic.

**Scaffolding:** Tapping into what students already know, guiding them in organizing that information and helping them articulate what else they want to learn about the topic.

**Cooperation:** Peer - cooperative work.

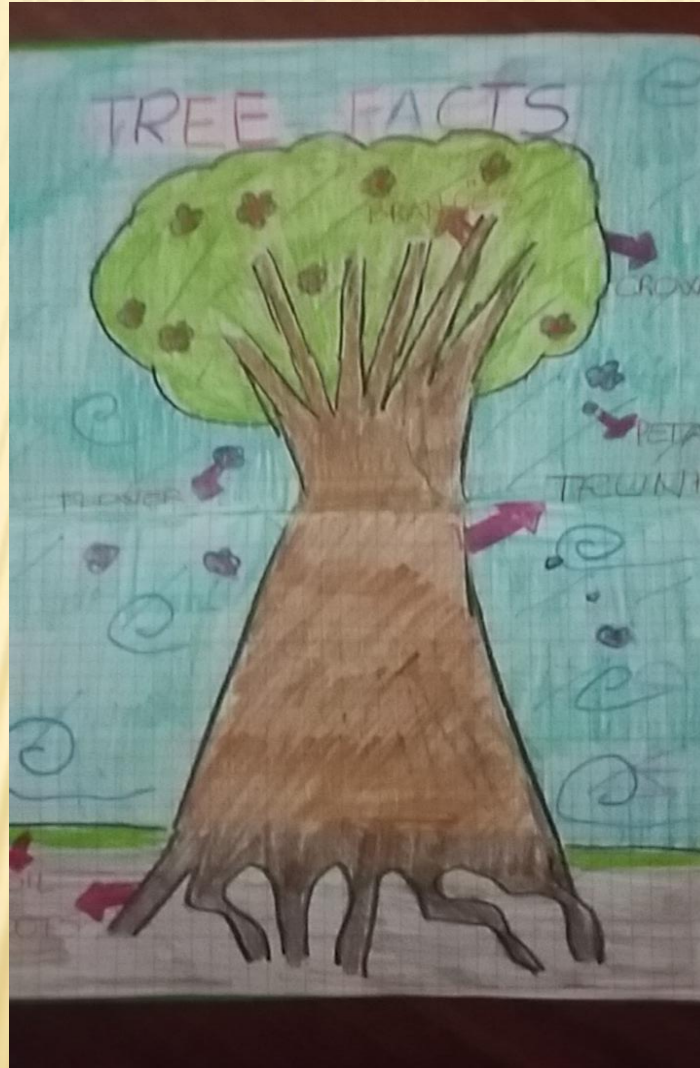
**Reflection on learning process:** Reviewing the lesson's learning outcomes, deciding on next steps.

**VALUTAZIONE:** orale e scritta sugli argomenti trattati





# WE START FROM THE TREE FACTS





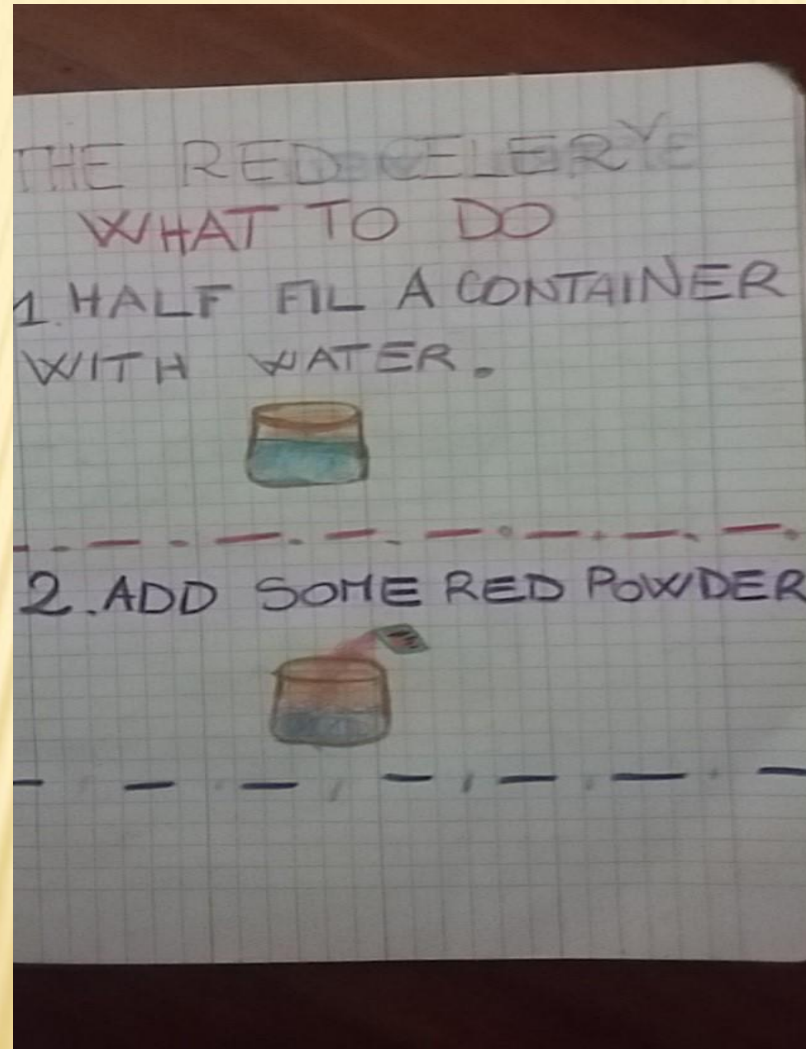
# SOME WORDCARDS TO PLAY



# THEN...THE NEEDS OF A PLANT



# AFTERWARDS, A FUNNY EXPERIMENT





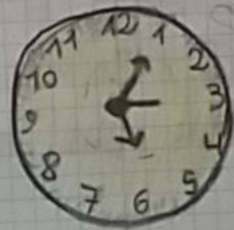
3. STIR ~~THE~~ WELL



4. CUT THREE STALKS OF CELERY AND STAND THEM IN THE COLOURED WATER.



5. LEAVE THE CELERY IN WATER FOUR DAYS. CHECK EVERY DAY.



6. WHAT HAPPENED?



THE STEM HAS TURNED RED

THE WATER TO THE  
LEAVES.

HOW MANY HOURS  
DID IT TAKE?

IT TOOK 96 HOURS.

— — — — —

# THE RED CELERY

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# WE ARE REAL GARDENERS



# OUR STRAWBERRIES

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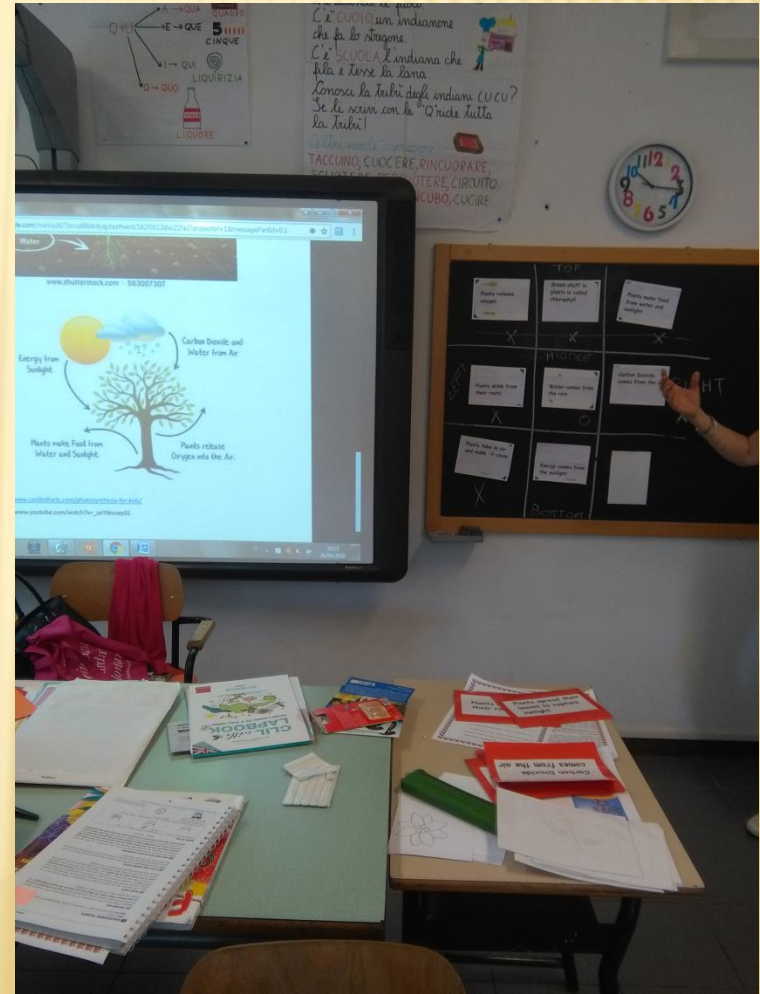








# SOME GAMES



# PHOTOSYNTHESIS

PHOTO: LIGHT

SYNTHESIS: PUT TOGETHER

COMPLETE

FOOD - SUNLIGHT - WATER -  
RELEASE - CHLOROPHYLL

1) PLANT RELEASE OXYGEN.

2) FOOD COMES FROM  
THE RAIN

3) ENERGY COMES FROM THE  
SUNLIGHT.

4) GREEN TUFF IN PLANTS IS  
CALLED CHLOROPHYLL.

5) PLANTS MAKE WATER FROM WATER  
AND SUNLIGHT

# ... SOME FLASHCARDS FOR PHOTOSYNTHESIS





Plants spread their leaves to capture sunlight

Energy comes from the sunlight

Plants drink from their roots

Water comes from the rain

Plants make food from water and sunlight

Plants take in air and make it clean

Green stuff in plants is called chlorophyll

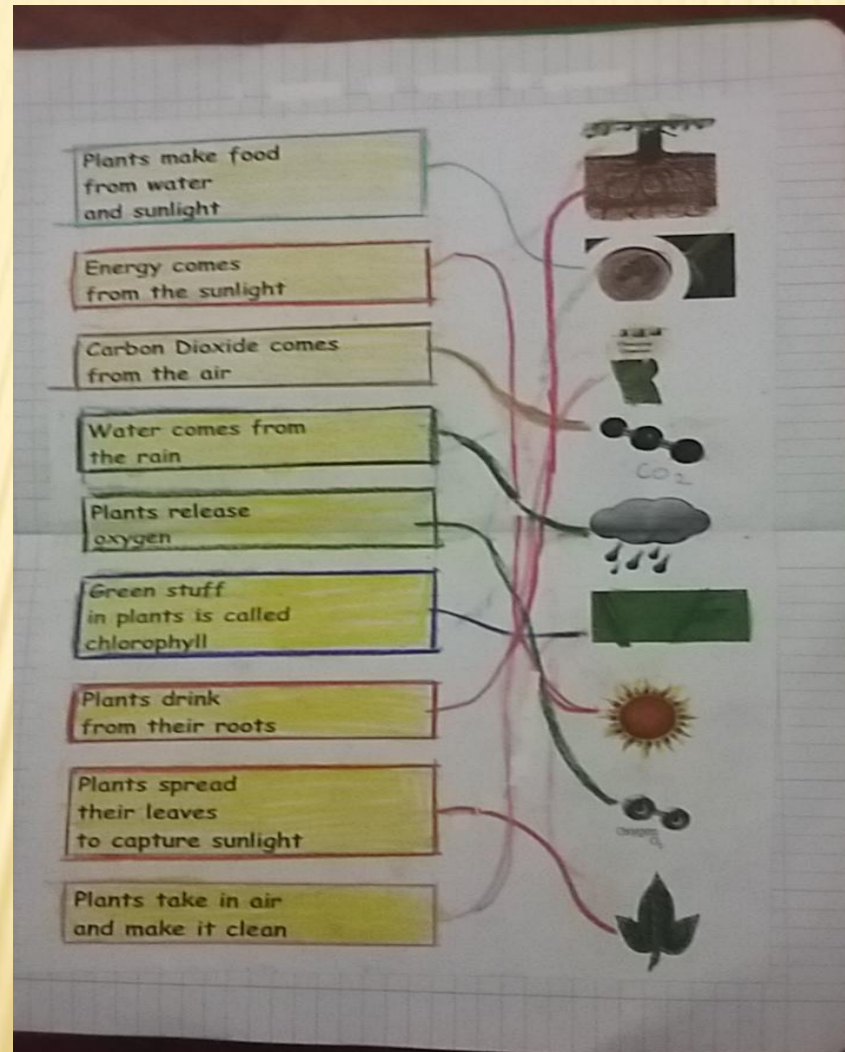
Carbon Dioxide comes from the air

Plants release oxygen

# WE ARE AIR, WATER, SUN...



# TIME FOR A MATCH





# AND A NICE SONG TO LEARN AND MIME

## Photosynthesis song

Plants don't have a mouth like you and me, but they have to eat, so they spread their leaves so green, to capture sunlight's energy !

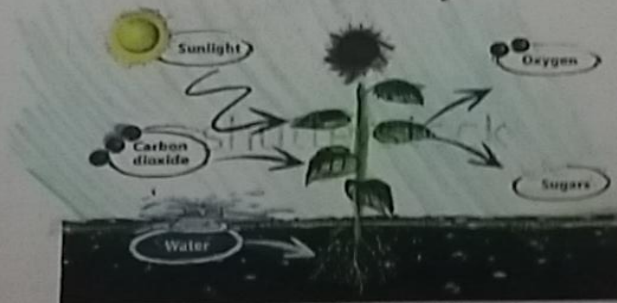
Plants don't have a nose like you and me, but they have to breath, did you know their leaves so green can take in air and make it clean!

Plants can't take a cup like you and me, but they have to drink, so they push their roots deep down, to soak up water from the ground!

Plants don't wear green hats or shirts or jeans, so why are they green? It's because all plants are filled.....with what? With green stuff we call chlorophyll !

Plants can make their very own food, with sunlight, water and air so cool! That's because all plants are filled with green stuff we call chlorophyll!!!

## Process of Photosynthesis



# FINALLY... A TEST

ame

Write True (T) or False(F) in the boxes

1. Plants produce their own food by photosynthesis!
2. Plants get carbon dioxide from the ground!
3. The roots absorb the energy from the ground!
4. The sugars are food made from the plant!
5. Water comes from the sun!
6. Plants release Oxygen!
7. Plants are not green because of Chlorophyll!
8. Plants spread their roots to capture sunlight!
9. Plants take in air and make it clean!
10. Plants need water, carbon dioxide and salt in order to make food!

Excellent  
work!

# AND A SELF-ASSESSMENT

**STUDENT'S SELF-ASSESSMENT FORM**

Name: \_\_\_\_\_

Activity: WORK WITH PLANTS

What I like doing most: PLAYING WITH CROSSES

What I didn't like or found difficult: DOING THE EXPERIMENT WITH CELERY

How I worked:

on my own     with the help of the teacher     with the help of the other students

with commitment     without much commitment     with difficulty     without difficulty

Because: \_\_\_\_\_

In the group





I participated actively in the work of the group

I let the other students take the initiative and decide

I accepted all the suggestions of the other students without discussion

I tried to contribute my own ideas and suggestions to the work

Because: \_\_\_\_\_

WHAT I CAN DO				
PLAYING WITH TISSUE				
SINGING A SONG	X			
TRANSPLANTING A PLANT	X			
DOING THE EXPERIMENT WITH CELERY		X		
PLAYING DOYNOES			X	
LISTENING A STORY	X			



# THE 4 C PLANNING GRID

"PLANTS AND PHOTOSYNTHESIS "			
A PROJECT FOR THE COURSES IVA AND IV B OF RASSINA'S PRIMARY SCHOOL			
CONTENT	COGNITION	CULTURE	COMMUNICATION
<p><b>SUBJECT: PLANTS AND PHOTOSYNTHESIS</b> I will teach:</p> <ul style="list-style-type: none"> <li>• Do experiments, predict, observe and interpret the results</li> <li>• Identify the different parts of a plant and their functions</li> <li>• Identify the factors that influence the growth of plants</li> <li>• Learn the different stages of the photosynthesis</li> <li>• Planting officinal plants</li> <li>• Introduce to different uses of plants</li> <li>• Sing a song</li> <li>• Play some games (domino, cross or nought,puzzle etc)</li> <li>• Re-order a tale</li> </ul>	<ul style="list-style-type: none"> <li>• Make conclusions about the needs of a plant by experimenting and observing</li> <li>• Recognise and name the main parts of a plant</li> <li>• Understand the function of the parts of a plant</li> <li>• Recognize the importance of plants in our life and their role</li> <li>• Dramatize plants' needs</li> <li>• Dramatize different stages of photosynthesis</li> <li>• Match plants parts drawings with the words</li> <li>• Answer to true or false choices questions about paintings</li> <li>• Answer to open questions about plants and photosynthesis</li> <li>• Put photosynthesis wordcards in order</li> <li>• Draw parts of the plants</li> <li>• Illustrate the stages of an experiment</li> <li>• Analyze and compare plants that had been differently treated</li> <li>• Apply photosynthesis vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Gain an understanding of plants as living things</li> <li>• Establish respect for plants as living things</li> <li>• Understand the importance of plants in our lives (They give us food, oxygen, some are use to make furniture.....)</li> <li>• Know the importance of being observant</li> <li>• Discuss the floral symbols in different countries.</li> <li>• Get comforting and pleasant the place where we live</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss in group/pairs</li> <li>• Mime the stages of the photosynthesis</li> <li>• Describe the different parts of the plants</li> <li>• Make oral questions to the classmates</li> <li>• Cooperative learning</li> <li>• Use a language accessible to the class, considering special needs</li> </ul> <p><b>Language aims:</b> <b>LANGUAGE OF LEARNING</b></p> <ul style="list-style-type: none"> <li>• <b>Words and phrases relating to plants</b> (Roots, stem, trunk, etc)</li> <li>• <b>Adjectives:</b>(big, small, tall, etc...)</li> </ul> <p><b>LANGUAGE FOR LEARNING</b></p> <ul style="list-style-type: none"> <li>• <b>Class management</b> (can I borrow? Can you pass me? Can you show me?etc...)</li> <li>• <b>Plants descriptions or games</b> (in the middle, at the top, at the bottom, top, etc...)</li> <li>• <b>Describe different parts of the photosynthesis and the needs of the plants</b> ( pants make food from water and sunlight, plants need sunlight)</li> </ul> <p><b>LANGUAGE THROUGH LEARNING</b></p> <ul style="list-style-type: none"> <li>• <b>Classroom language</b></li> <li>• <b>Follow instructions on how to do experiments</b> (fill, make, cut, etc...)</li> <li>• <b>Answer to affirmative and negative questions</b> (What will happen?, How many? How tall? )</li> <li>• <b>Act out a simple story</b></li> <li>• <b>Make comparisons</b></li> </ul>

