

CLIL EXCELLENCE for PRIMARY SCHOOLS

LEARNING UNIT FORMAT

Subject Area: Science Topic: THE LIFECYCLE OF A BUTTERFLY

Class: 3a Number of lessons: 9

WALT - We are Learning To-:

During the learning unit

Children will be able to know: the characteristics of insects
the stages of the lifecycle of a butterfly
the concept of metamorphosis
how to care for and be responsible for living things

Children will be able to do: describe an insect and the stages of the lifecycle of a butterfly

Children will be able to be aware of: the concept of metamorphosis and a lifecycle
respect of living things

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.

LESSON 1 - Learn and Speak about insects

Steps	Lesson Description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
ACTIVATION of the learning unit	The teacher shows images of insects one at a time on the whiteboard . The teacher asks some questions. ACTIVITY 1.	to identify and describe insects	ladybird, mosquito, ant, bee What is it ? It is What can it do ? It can... Can you describe it ? It has got... What colours can you see ? I can see...	Images on the whiteboard	W	10
CORE ACTIVITIES	The teacher explains ACTIVITY 2A on the board and students complete in pairs. Students are paired into weak (DSA) students with strong students. As a class discussion, the teacher asks what students know about insects and they decide the most used words to describe insects. Teacher explains the characteristics of an insect. The students then complete ACTIVITY 2B - the diagram exercise as a class and then the gap fill exercise in the same pairs as before.	to understand the characteristics of insects	Vocab. - body, legs, antennae, abdomen, thorax, wings	Activity Worksheet 2A & 2B	W P	40

*Type of interaction: **I**- Individual; **P**- Pair Group; **G**- Group; **W**- WHOLE CLASS

LESSON 2 - Caterpillars arrive in our classroom

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	<p>The class plays Hangman with the insects words and phrases they know on the whiteboard ACTIVITY 3A.</p> <p>Can you guess which insect we are going to talk about today? Show a picture of a butterfly on the whiteboard. ACTIVITY 3B</p>	Review names and main characteristics of insects	Review lesson 1 vocab	Image of butterfly	W	10
CORE ACTIVITIES:	<p>The teacher presents the caterpillars to the class and explains that the class is going to see the butterfly lifecycle live and directly in their classroom. Students examine both caterpillars and the food that they eat.</p> <p>The teacher explains the diary (ACTIVITY 4) and each student completes the first page with a picture and a description of one caterpillar which is elicited from the class and written on the board (colour, details, average length in cm)</p> <p>Teacher finishes by reminding students that they have to feed and care for the caterpillars and they mustn't frighten them or hurt them in any way.</p>	<p>Description of caterpillar</p> <p>The concept of responsibility for these live insects.</p> <p>Organisation of the class for looking after them.</p>	<p>The caterpillar is (size)</p> <p>The caterpillar has (parts of the body)</p>	<p>Live caterpillars</p> <p>Caterpillar food</p> <p>Plastic container with lid (with holes)</p> <p>Diary worksheet</p>	W	40

	Teacher asks how can we organise the feeding - how many times a day and who ? (ideas - twice a day with shifts or depending on who makes an effort in class that day)					
--	---	--	--	--	--	--

***Type of interaction:** **I**- Individual; **P**- Pair Group; **G**- Group; **W**- WHOLE CLASS

LESSON 3 - The Very Hungry Caterpillar

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<p><i>Warm up of the lesson:</i></p>	<p>The teacher asks how the first week of the caterpillar experience has gone.</p> <p>ACTIVITY 4 - The students write a draft of their diary in mixed ability groups of 2 - 3 students.</p>	<p>Description</p>	<p>Who fed them ? What changes did they see ? Anything they didn't expect ?</p> <p>The caterpillar is (size)</p> <p>The caterpillar has (parts of the body)</p>	<p>live caterpillars</p> <p>diary worksheet</p>	<p>W</p> <p>G</p>	<p>20</p>

<p>CORE ACTIVITIES:</p>	<p>The teacher asks about the caterpillars (food) and then presents the story of one of these caterpillars - The Very Hungry Caterpillar</p> <p>The students watch the video of The Very Hungry Caterpillar on Youtube ACTIVITY 5.</p> <p>They must try to remember some of the vocabulary. After the first viewing, the teacher elicits vocabulary which is then written on the board.</p> <p>Students watch again and the teacher asks students to tell something about the story</p> <p>ACTIVITY 6A Bingo.</p> <p>Then ACTIVITY 6B Board game.</p>	<p>Description of quantity of food that the caterpillars eat</p> <p>Review story vocabulary Describe parts of the story using complete sentences</p>	<p>Are the caterpillars eating a lot ?</p> <p>Days of the week</p> <p>Apple, pears, plums, strawberries, oranges, leaf, egg, cocoon, piece of chocolate cake, lollipop, cupcake, ice-cream cone, pickle, slice of Swiss cheese, slice of watermelon, slice of salami, piece of cherry pie, sausage, stomachache</p>	<p>Video of the Very Hungry Caterpillar on Youtube https://youtu.be/75NQK-Sm1YY</p>	<p>W I G</p>	<p>30</p>
--------------------------------	---	--	---	--	----------------------	------------------

***Type of interaction:** I- Individual; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 4 - The Very Hungry Caterpillar

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	ACTIVITY 4 -. The students write a draft of their diary in mixed ability groups of 2 - 3 students.	Description of caterpillar	The caterpillar is (size) The caterpillar has (parts of the body)	live caterpillars diary worksheet	G	15
CORE ACTIVITIES:	ACTIVITY 7. The teacher reads the story from the book and children can sit in circle around the teacher. At the end they can touch the book and look carefully at each picture. After this the teacher presents the worksheet and it is completed as a class.	Review the story and understand the life cycle	Apple, pears, plums, strawberries, oranges, leaf, egg, cocoon, piece of chocolate cake, lollipop, cupcake, ice-cream cone, pickle, slice of Swiss cheese, slice of watermelon, slice of salami, piece of cherry pie, sausage, stomachache	Activity worksheet 7 <i>The Very Hungry Caterpillar book</i> by Eric Carle (Penguin books)	W	35

*Type of interaction: I- Individual; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 5 - Formative assessment

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	Flashcard games ACTIVITY 8 Teacher proposes 4 different games in order of difficulty. Teacher decides to use flashcards with words as children have already worked a lot with them and can recognize them easily.	Review all previous vocabulary	Head, thorax, abdomen, wings, antennae, ant, egg, metamorphosis, caterpillar, leaf	flashcards	W	10
CORE ACTIVITIES:	Formative assessment - true / false and read and write ACTIVITY 9 ACTIVITY 4 - The students write a draft of their diary in mixed ability groups of 2 - 3 students.	To check that they have understood concepts and learnt vocabulary. Description of caterpillars	vocabulary about insects and from the story The caterpillar is (size) The caterpillar has (parts of the body)	activity worksheet 9 diary worksheet		40

*Type of interaction: **I**- Individual; **P**- Pair Group; **G**- Group; **W**- WHOLE CLASS

LESSON 6 - The Butterfly Lifecycle

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	<p>Butterfly song on Youtube. ACTIVITY 10. The first time they listen they must listen for fun and then for the second and third time to combine actions to the refrain.</p> <p>The diary, ACTIVITY 4, is updated with a picture and a description, elicited from the class and typed on the whiteboard. A copy is then printed for each student to stick in the diary.</p>	<p>Review vocabulary and introduction of lifecycle sequence</p> <p>Description of caterpillars / cocoons</p>	<p>Stage, metamorphosis, larva, chrysalis, cocoon, pupa, scaly wings</p> <p>The caterpillar / cocoon is (size and colour)</p> <p>The caterpillar has (parts of the body)</p>	<p>Butterfly song on Youtube</p> <p>Diary worksheet</p>	W	15
CORE ACTIVITIES:	<p>The teacher elicits the stages of the butterfly cycle.</p> <p>The teacher then presents the worksheet ACTIVITY 11.</p> <p>Students describe the first 2 stages of the lifecycle and copy the information from the board on to the worksheet.</p>	<p>Understand the concept of a lifecycle and 2 of the stages.</p> <p>Learn how to describe 2 stages of the butterfly lifecycle</p>	Lays eggs, hatches, larva	Activity worksheet 11	W	35

*Type of interaction: **I**- Individual; **P**- Pair Group; **G**- Group; **W**- WHOLE CLASS

LESSON 7 - The scientific video

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	Butterfly lifecycle video ACTIVITY 12 – there are subtitles and key words in red. The teacher tells the students to pay attention to this vocabulary.	Review stages and vocabulary of butterfly lifecycle	Hatch, feeds, egg, shell, sheds, skin	Butterfly lifecycle video on Youtube	W	10
CORE ACTIVITIES:	<p>The teacher elicits the stages of the butterfly lifecycle.</p> <p>ACTIVITY 11 Students describe the other 2 stages of the lifecycle and copy the information from the board on to the worksheet.</p> <p>Students complete drafts of their diaries individually. Activity 4 -</p>	<p>Consolidate the concept of a lifecycle and the vocabulary</p> <p>Description of all stages of butterfly lifecycle</p> <p>Description of caterpillars / cocoons</p>	<p>becomes, pupa, adult butterfly, emerges</p> <p>The caterpillar / cocoon is (size)</p> <p>The caterpillar has (parts of the body)</p>	<p>Activity worksheet 11</p> <p>Diary worksheet</p>	<p>W</p> <p>I</p>	40

*Type of interaction: **I**- Individual; **P**- Pair Group; **G**- Group; **W**- WHOLE CLASS

LESSON 8 - Digital activities

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	<p>The lesson is in the computer lab.</p> <p>The diary update is elicited and written on the board in Word by the teacher.</p> <p>Students copy the description into a Word document, save it and it is then printed and glued into the diary.</p>	Description of caterpillars / cocoons	<p>The caterpillar / cocoon / butterfly is (size)</p> <p>The caterpillar / butterfly has (parts of the body)</p>	Computer lab	W I	15
CORE ACTIVITIES:	<p>Quizlet butterfly quiz. Students play in pairs, the flashcards game first, then the matching game and then review vocabulary with the learning game. While the students are doing this, the teacher calls the students individually to create a word cloud in the shape of a butterfly using www.wordart.com.</p> <p>Each student types in 2 words of their choice of the butterfly lifecycle. ACTIVITY 13. The final word cloud is shown to the students and discussion elicited on words used.</p>	Review vocabulary	Ant, egg, metamorphosis, caterpillar, leaf, chrysalis, butterfly, spider, beetle, ladybird.	<p>Flashcards</p> <p>www.quizlet.com/6nzwow</p> <p>Use: wordart.com</p> <p>https://mail.google.com/mail/u/0?ui=2&ik=53c054bebf&attid=0.1&permmsgid=msg-f:1633416996492290518&th=16ab101aa60229d6&view=att&disp=safe&realattid=16ab1016cad5f029d691</p>	P	35

***Type of interaction:** I- Individual; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 9 - Make a craft

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	The class goes outside and releases the butterflies into the garden of the school. The teacher asks students the best place to release the butterflies.	Make the students aware of the natural cycle of life and to think about the best place for living things	Garden, nature, flowers, trees	Plastic container with lid (with holes) containing butterflies	W	10
CORE ACTIVITIES:	The teacher presents the craft activity and shows an example ACTIVITY 14. The teacher asks the students questions about materials and the steps.	Make a hands-on simulation of the butterfly lifecycle	What materials do we need to make this craft? We need.... How can we make this craft? Number 1 I draw...	Paper plates, pencils, markers, pasta, liquid glue	I	40

***Type of interaction:** I- Individual; P- Pair Group; G- Group; W- WHOLE CLASS

ASSESSMENT**FORMATIVE ASSESSMENT (on going process):**

The children can recognize different types of insects and have acquired the insects vocabulary, therefore they can read, understand and write short sentences – activity 9

SUMMATIVE ASSESSMENT (written and oral tests / resources):

The students have learnt the key words and the stages of the butterfly life cycle - ACTIVITY 15 (written).
They have learnt the main features of insects, they can describe live caterpillars, they can tell the story “The Very Hungry Caterpillar”,
They can tell the stages of the butterfly lifecycle - ACTIVITY 16 (oral).