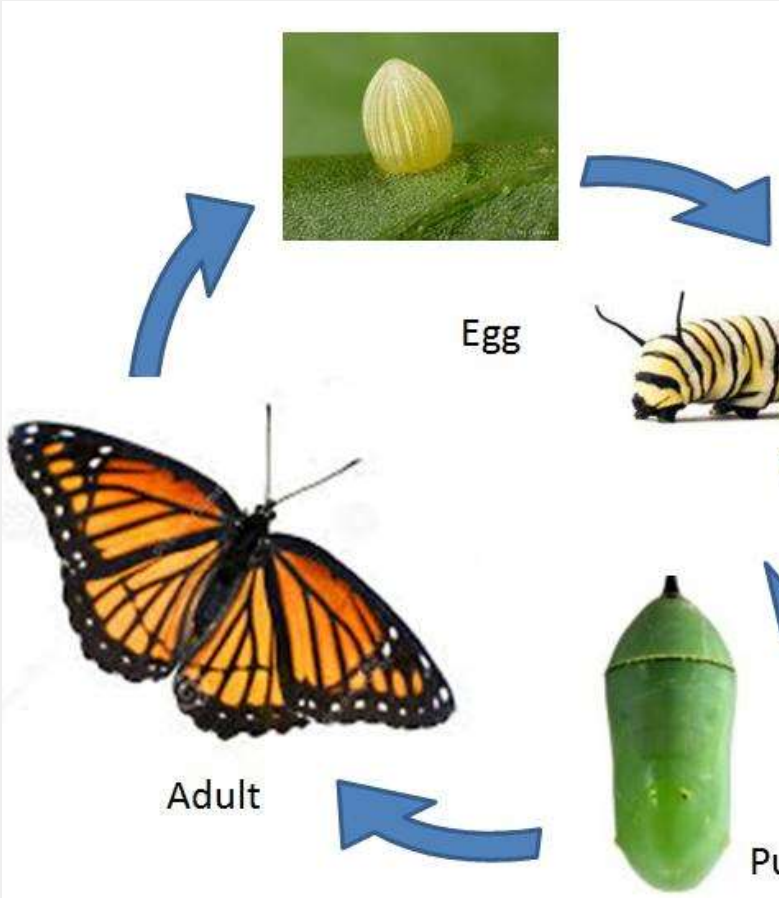
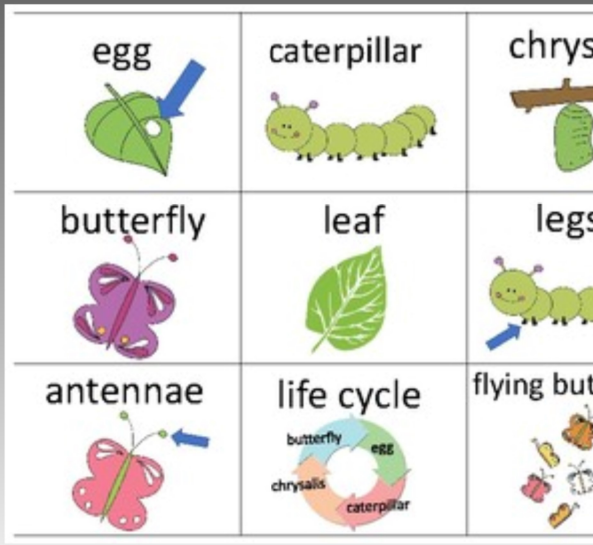
THE BUTTERFLY LIFE CYCLE

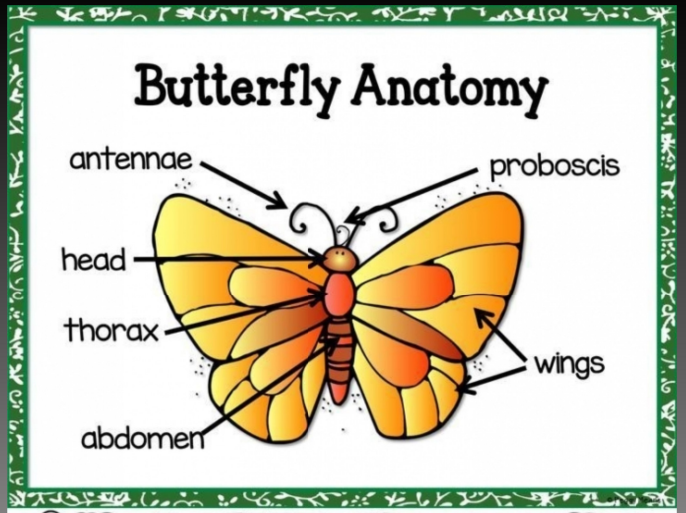
CLIL SCIENCE LESSON
PRIMARY SCHOOL

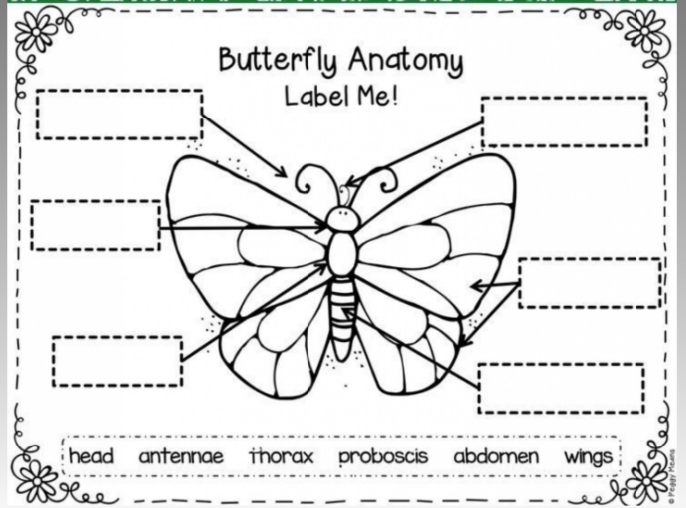


CONTENT

- **vocabulary linked to:**
  - the subject and the different stages: butterfly, eggs, caterpillar and chrysalis/pupa. Reproduction, life and death.
  - the breeding: feed, clean…
  - insect body parts.







Vocabulary

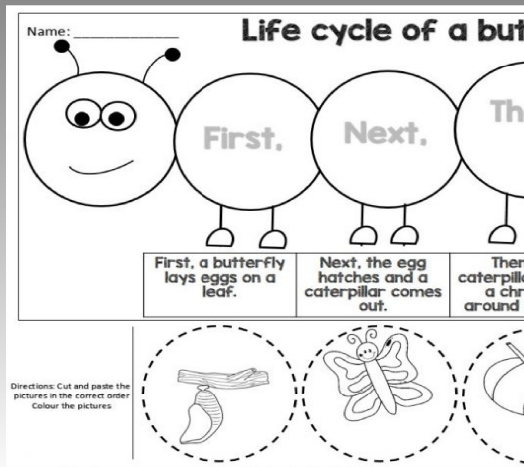
- **Caterpillar** – The larva stage of a butterfly or moth
- **Chrysalis** – Third stage of butterfly life cycle. Same
- **Emerge** – To come out of something
- **Larva** – The second stage of metamorphosis, during insect is wormlike and has new wings.
- **Metamorphosis** – A series of developmental stages by body changes.
- **Molting** – Shedding of the skin, so that the larva can
- **Puddling** – When butterflies crawl all over the groun shallow water.
- **Pupa** – Third stage of life cycle, when larva changes Also called a **Chrysalis**.

COMMUNICATION

- **BICS:**
- **develop group interactions**
- **brainstorming and use of basic vocabulary**

- **CALP:**
- **use connectors and the present simple**
- **produce summaries and presentations**
- **answer questions about the presentations**

- **WORK ONLINE**



COMPETENCES

The students will be better able to do:

- **content: understand the animals life´s cycle, the different stages and make transfers to other animals.**
- **language: use properly the learned vocabulary, discuss presented work.**
- **communication: work in groups/pairs, make an oral presentation including writing and visual information.**
- **cooperation: share and respect opinions.**

COMMUNITY AND CULTURE

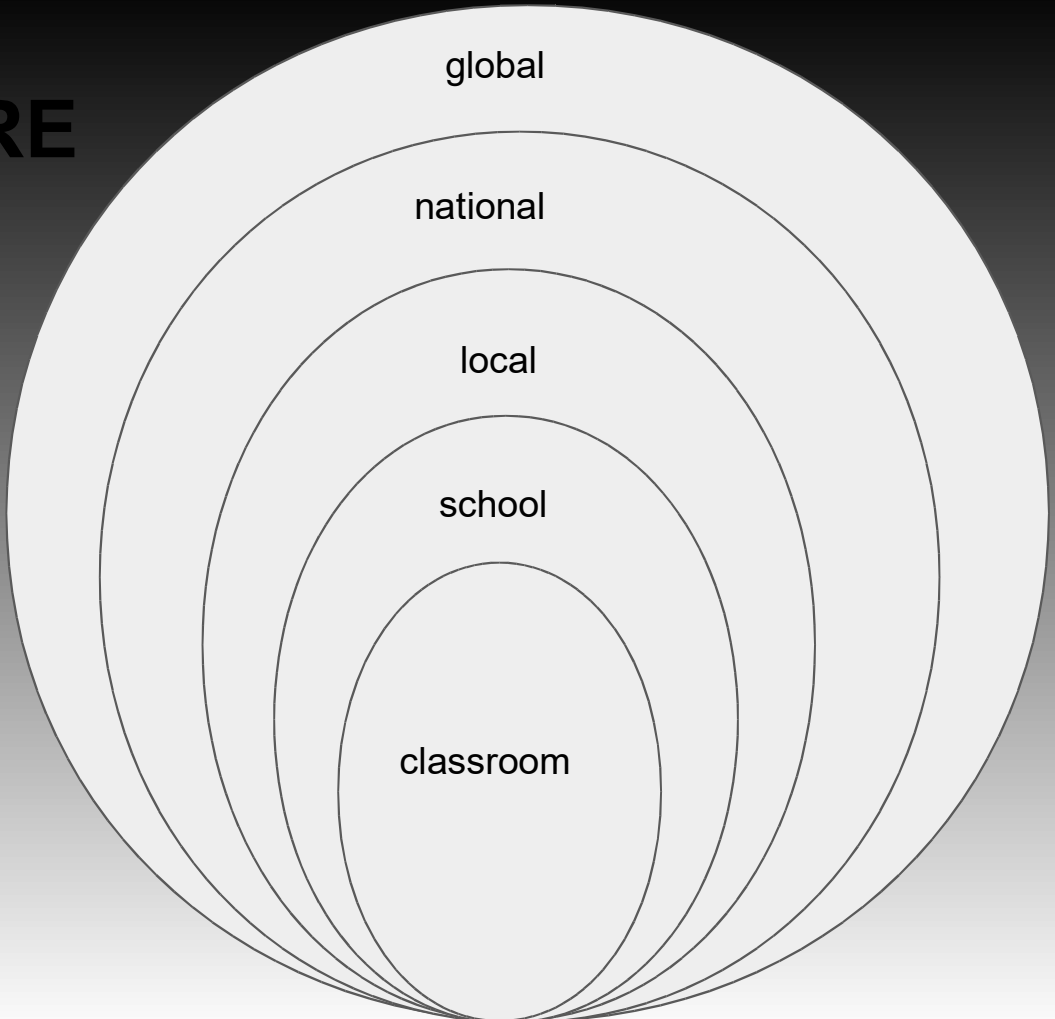
CLASSROOM:
observing and breeding butterflies

SCHOOL:
daily records on the insect evolution

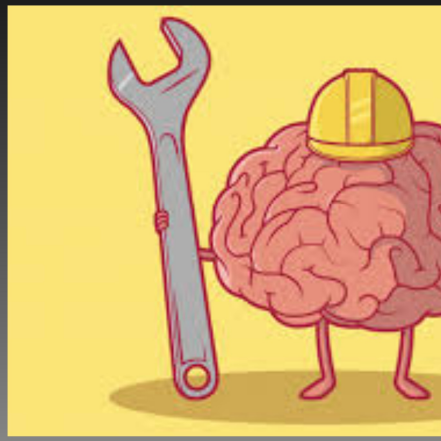
LOCAL:
article in the local newspaper

NATIONAL:
blog

GLOBAL:
e-Twinning project



COGNITION



REMEMBERING:
Brainstorming and listing the vocabulary they already know.
Identify and describe a picture.

UNDERSTANDING:
Explain in their own words.
Give an example.
Rewrite and summarise.

APPLYING:
apply what was learned in the classroom into another animal life cycle.

ANALYSING:
compare and differentiate the different stages.

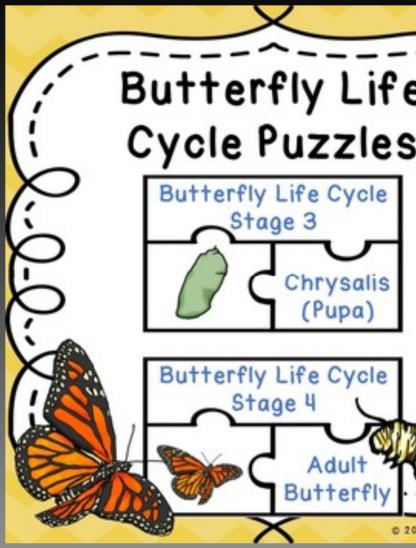
EVALUATING:
explain and justify the projects during the presentation.

CREATING:
Organise and produce a presentation (compile information, re-write, revise…)

STIMULATING THINKING

- Games
- Brainstorming
- Drawing
- Video listening
- Different modalities of work (groups, pairs, individual)
- Recording definitions and

Life Cycle of a Butterfly



https://www.youtube.com/watch?v=3kZD6rlSLUw

SCAFFOLDING LEARNING

- key words → sentences → definitions → texts → presentations
- previous knowledge → content → transfer
- BICS → CALP

What is life ?

What are the stages in the life cycle of a bu

DEALING WITH DIFFERENCE → MULTIPLE INTELLIGENCES

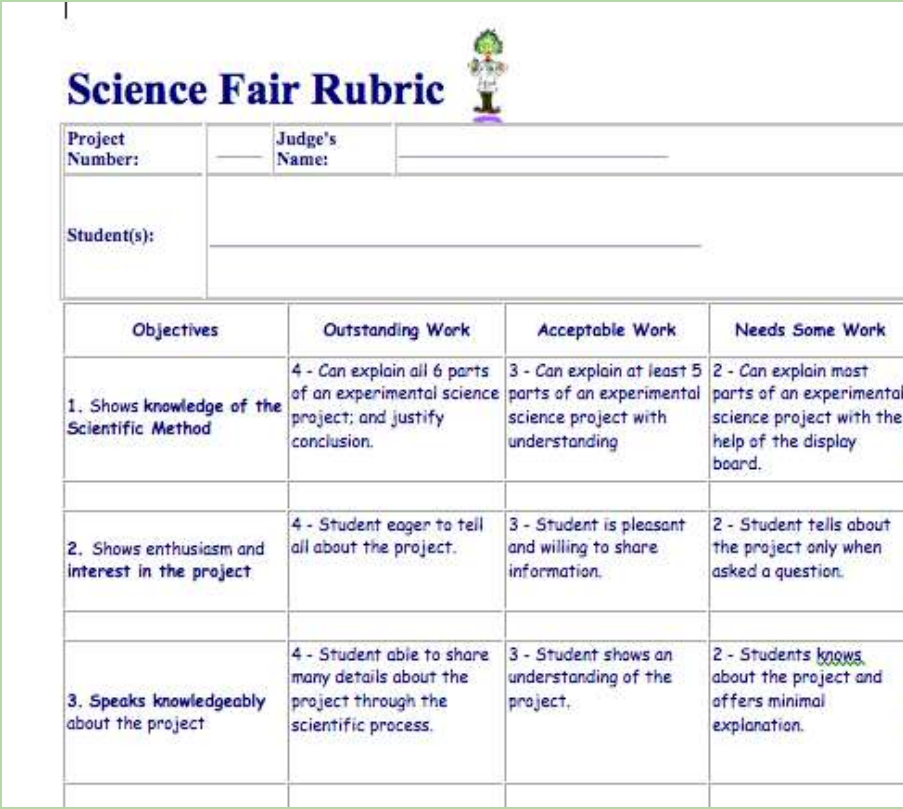
- Linguistic: games with word-cards.
- Visual: drawing the cycle and the insect evolution
- Body-kinesthetic: breeding the worms
- Musical: inventing a song (a slam/ a rap) about the different stages
- Logical-math[illegible] in order the [illegible] puzzles…
- Naturalistic: experiments
- Interpersona[illegible] groups
- Intrapersona[illegible] observing or
- Existential: c[illegible] animals' death and life

EVALUATION/ ASSESSMENT

- **Motivating through evaluation**

- presentation of a project
- make a poster
- self-evaluation
- co-evaluation
- games

- **Assessment grid or rubrics**



Science Fair Rubric

Project Number:	____	Judge's Name:	_____
Student(s):	_____		

Objectives	Outstanding Work	Acceptable Work	Needs Some Work
1. Shows knowledge of the Scientific Method	4 - Can explain all 6 parts of an experimental science project; and justify conclusion.	3 - Can explain at least 5 parts of an experimental science project with understanding	2 - Can explain most parts of an experimental science project with the help of the display board.
2. Shows enthusiasm and interest in the project	4 - Student eager to tell all about the project.	3 - Student is pleasant and willing to share information.	2 - Student tells about the project only when asked a question.
3. Speaks knowledgeably about the project	4 - Student able to share many details about the project through the scientific process.	3 - Student shows an understanding of the project.	2 - Students knows about the project and offers minimal explanation.

CLIL - METHODOLOGY

OCTOBER 29 - NOVEMBER 2 2018

Claire Marteau

Olga Andrés Casar