



CLIL LESSON PLAN

From Root to Flower: Let's Investigate!



LESSON OVERVIEW

Subject(s)	Biology · Arts
Age Group	7–10 years old
Duration	45 minutes
CEFR Level	A2



LEARNING OBJECTIVES

Content Objectives

- Students will be able to identify and name the main parts of a plant (root, stem, leaf, flower, seed) and the key elements a plant needs to grow (water, sun, soil).
- Students will be able to describe the main function of each part of the plant using simple vocabulary.
- Students will be able to explain, using simple examples, why plants are important for people and animals (e.g., they provide food and oxygen).

Language Objectives

- Students will be able to correctly identify key vocabulary (root, stem, leaf, flower, seed, water, sun, soil) by matching spoken or written words to the corresponding parts of a plant diagram.
- Students will be able to construct simple sentences in the present simple to describe the parts and functions of a plant (e.g., "The root transports water"; "My plant has a red flower").
- Students will be able to read simple sentences, follow and respond to instructions, write labels for the parts of the plant, describe the parts orally, and interact using short phrases.



COMMUNICATION SKILLS

- Read the labels of the parts of the plant (root, stem, leaf, flower, seed) and the elements it needs (water, sun, soil) to match them with the drawing or the real plant.
- Read simple teacher instructions for the Arts and Crafts activity (e.g., "Cut the paper," "Glue the leaf").
- Listen and respond to basic knowledge questions (e.g., "Which part is under the soil?").
- Follow two-step oral instructions to assemble the diagram (e.g., "First draw the root, then glue the flower").

- Label the plant diagram created in Arts and Crafts with the key vocabulary.
- Write a simple sentence describing the plant (e.g., "My plant is green and has a red flower").
- Describe their finished plant or diagram to a classmate, naming the parts (e.g., "This is the leaf, it is big").
- Use sentences to ask for materials or help during group work (e.g., "Can you lend me the glue, please?").

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

The objective for this age group is receptive recognition, not production. Students are expected to encounter these terms in visual labels and simple texts without being required to use them actively.

Examples: photosynthesis, vascular structure, nutrient absorption.

Where students already know these concepts in their first language, the teacher may briefly acknowledge the L1 equivalent to activate prior knowledge before presenting the English label.

Language for Learning (BICS)

These phrases are the primary language target for active student production. They are introduced at the start of the session through modelling and choral repetition, displayed on a classroom poster or the board for reference, and practised in context during the Parts Diagram pair activity and the Gallery Walk.

Cooperation Phrases (Group Work — student production):

- Can you pass me the material? • Which part is this? • Good job! • Can you help me, please?

Clarification and Question Phrases (student production):

- I don't understand. • Can you repeat that, please? • How do you say [word]? • Are we done?

Simple Instructions for Arts and Crafts (teacher input, for student comprehension):

- Cut here. • Glue the root. • Look at my drawing.

Language Through Learning (not planned)

Unexpected words or phrases that students ask or use during the practical activity (e.g., while creating the diagram).

Examples: It broke! • It's difficult. • My plant is very big.

 COGNITION**LOTS — Remembering, Understanding, Applying**

- What are the parts of the plant? (Focus: Names)
- What does the plant need to live? (Focus: Requirements)
- Where would you put the label "root" in this drawing? (Focus: Location / Action)

HOTS — Analysing, Evaluating, Creating

The objective of this lesson plan for ages 7–10 (BICS) is identification and basic application (LOTS). HOTS tasks are none or minimal, serving only as a small optional extension at the end of the lesson.

 GUIDING QUESTIONS FOR TEACHERS**Pre-lesson and in-lesson self-reflection:**

- Have I introduced and displayed all target vocabulary (root, stem, leaf, flower, seed, water, sun, soil) before asking students to label the diagram independently?
- Do my students have enough prior knowledge of plant parts in their first language to activate before introducing the English terms?
- Have I modelled the sentence structure ('The [part] + [verb phrase]') with at least one example before students are expected to produce it in writing or speech?
- Are the diagram and image materials clear enough for students aged 7–10 to identify and label each part without confusion?
- Have I allocated enough time for the pair activity and the gallery walk, and do I have a contingency if pairs finish the diagram early?
- After the lesson, can students correctly identify and name all five plant parts, and do I have evidence of this from the diagram labels and the exit ticket?

 CULTURE**Plants in my environment:**

Students identify and share examples of plants they know from their immediate environment — at home, in the street, in a park, or in their country of origin. The focus is on direct, personal connection rather than abstract ecological concepts.

Food and Plants:

Discuss in a simple and visual way how different parts of the plant (root, stem, leaf, flower) appear in foods students regularly eat (e.g., carrots from the root, spinach from the leaf, broccoli from the flower).

Respect and Appreciation:

Students reflect on one concrete reason why plants matter in their daily lives (e.g., they give us food, they produce oxygen, they make our environment green). This is grounded in observable, age-appropriate examples.

★ 21ST-CENTURY SKILLS

BICS-Related Skills

Communication: Students describe the parts and functions of a plant orally to their partner during the diagram activity and to the class during the gallery walk, using the target vocabulary and sentence frames practised throughout the lesson.

Collaboration: Students work in pairs to assemble the plant diagram, making joint decisions about the placement of labels and the addition of contextual elements (water, sun, soil).

Social & Cross-Cultural Skills: The Plants in my Environment activity invites students to share examples of plants from their home environment or country of origin, acknowledging the cultural diversity of the classroom.

Time Management: Students complete the diagram within the time allocated by the teacher in order to participate in the gallery walk.

CALP-Related Skills

Critical Thinking: Students identify the function of each plant part and connect structure to function (e.g., the root transports water and holds the plant in place).

Productivity & Accountability: Students are responsible for completing a labelled diagram that is displayed in the gallery walk and assessed through the exit ticket.

Creativity (Academic): Students add contextual elements (water, sun, soil) to their diagram and make visual decisions about how to represent the plant and its environment.

📄 METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
5–10'	Warm-up Activities	Guess the Word! The teacher shows a large picture of a plant with its key parts and contextual elements hidden under sticky notes (root, stem, leaf, flower, seed, water, sun, soil). Parts are revealed one at a time. Before providing the English term, the teacher asks: "Do you know what this is called?" Students who know the term in any language share it with the class. The teacher writes the English word on the board, models pronunciation clearly, and invites the whole class to repeat chorally. Quick Question	Large image of a plant with all vocabulary items hidden under sticky notes. Board/screen for writing vocabulary as it is revealed.	TTS (Text-to-Speech) Tool: Use a TTS tool to play all target vocabulary (root, stem, leaf, flower, seed, water, sun, soil) with correct pronunciation. Students repeat chorally.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		"What does a plant need to live?" Students respond freely (water, sun, soil). The teacher writes each answer on the board, models pronunciation and invites choral repetition. L1 answers are acknowledged and the English equivalent written alongside.		
20'	Main Activities	Interactive Presentation The teacher uses images (or real plants) to describe the function of each part using clear, accessible language. Examples: "The root transports water and holds the plant in place"; "The stem transports water upwards"; "The leaf makes food using sunlight"; "The flower attracts insects." Location phrases are also reviewed (e.g., "The root is under the ground"; "The leaves are above the stem"). Parts Diagram Students, working in pairs, receive materials and instructions (imperatives: "Cut," "Glue," "Draw"). They create a plant diagram using different materials (paper, yarn, etc.) that includes the four main parts and their written labels. Students are encouraged to add contextual elements (water, sun, soil) labelled using the vocabulary on the board.	Real plants or large plant models (if possible). - Coloured card/paper, scissors, glue, yarn. - Printed vocabulary labels.	Image Generator (Optional): If the teacher wants a quick reference image (e.g., "Plant with big red flowers"), they can use an image generator.
15'	Wrap-Up & Sharing	Project Gallery Pairs hang their completed diagram on the wall or place it on the table. During the gallery walk, students circulate and observe each other's work, noting one vocabulary item or label from another pair's diagram. The teacher circulates, asking brief questions to prompt oral production. Quick Reflection Each student chooses a classmate and orally describes one part of their plant diagram using the sentence frame: "This is the [part]. The [part] + [function]." Students who are less confident may refer to their diagram and the vocabulary display on the board.	Wall space to display the diagrams. Notebooks or small cards for the exit ticket.	Visual Translation Tool (Optional): If a student cannot find the English equivalent of a word they know in their first language during the gallery walk or Quick Reflection, they may use a visual translation tool on a classroom device. The tool displays the word alongside an image, supporting both meaning and spelling. Students should attempt the English term using the vocabulary display on the board first; the tool is a last resort.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Exit Sentence (Exit Ticket) Students complete a sentence: "The part of the plant that transports water is ____." The teacher collects responses to identify any students who may need additional support.		
15'	Evaluation & Feedback	Teacher Assessment (Observation) The teacher observes whether students follow the instructions and use the full set of target vocabulary correctly when labelling the diagram, including plant parts (root, stem, leaf, flower, seed) and environmental elements (water, sun, soil). Self-Assessment - I can name the parts of a plant (root, stem, leaf, flower, seed) and the three things a plant needs to grow (water, sun, soil). - I know what each part of the plant does: the root transports water and holds the plant in place; the stem carries water upwards; the leaf makes food using sunlight; the flower attracts insects. - I know how to ask my partner or the teacher for help. - I worked well with my partner. - I was able to follow the instructions to make the diagram (cut, glue).	Teacher observation sheet (checklist). Simple self-assessment worksheet with icons.	—

IMAGE BANK

Access the lesson image bank on Canva: <https://www.canva.com/design/DAG4859g-hs/edit>