

PROGRAMACIÓ: **VERTEBRATES**

NIVELL: 5è de primària

Mestres que hi han intervingut: Àngels Balañá, Àngels Mata, Raquel López,
Marta Cuevas, Imma Torres.

Cursos: Iniciada el curs 2007-08 i revisada en diverses ocasions.

Versió actual: curs 2010-2011.

Escola La Mar Bella - Barcelona

FONTS D'INFORMACIÓ, BIBLIOGRAFIA I REFERÈNCIES VIRTUALS

Aquesta programació es va confeccionar a partir del model de la programació *Earth and Living Things: Invertebrates* de Carme Font Casanova.

http://www.xtec.cat/cirel/pla_le/nottingham/carme_font/index.htm

BIBLIOGRAFIA:

Calabrese, I., Rampone, S. Curricular Content. Resources for Primary. Oxford University Press. Oxford, 2007

Gorina, P. Rodríguez, A. Medi natural. Cicle Superior 1. Editorial Barcanova, Barcelona, 2006.

Davis, B. and others. Primary Education Science 4. Anaya English. Madrid, 2005

Quinn, R. Science Content for Primary 3. Oxford University Press. Oxford, 2008

Ionanou-Georgiou, S., Pavlou, P. Assessing Young Learners. Oxford University Press. Oxford, 2003.

Oxford University Press. Clever Kids 1. Interactive CD-ROM. Madrid, 2004.

Oxford University Press. Clever Kids 2. Interactive CD-ROM. Madrid, 2004.

Materials diversos extrets i adaptats de:

www.enchantedlearning.com

<http://kids.britannica.com/>

http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/7397/applets/Living_Things_Database/livingthings/pdf/ltlesson13.pdf

<http://www.infovisual.info/>

UNIT:	VERTEBRATES
--------------	-------------

AIMS
To recognise vertebrates and to classify them according to their main characteristics.

CONTRIBUTION TO COMPETENCES
<ul style="list-style-type: none"> ➤ Communicative: linguistic and audiovisual competence ➤ Methodological: information handling and digital competence and learning to learn competence. ➤ Personal competence ➤ Knowledge of and interaction with the natural world competence

LEARNING OUTCOMES	COGNITION
What learners will be able to do at the end of the lesson	
<p>KNOW: The main characteristics of vertebrates. The main characteristics of each group of vertebrates.</p> <p>BE ABLE TO: Examine the characteristics of animals Collect information about animals to build knowledge. Apply given criteria to classify vertebrates according to their characteristics. Distinguish different types of vertebrates Describe vertebrate animals both orally and written using their main characteristics. Complete concept maps with the main characteristics of each vertebrate group. Use a computer program to present information.</p> <p>BE AWARE OF: How to cooperate in a group</p>	<ul style="list-style-type: none"> ➤ Identifying ➤ Matching ➤ Comparing ➤ Classifying ➤ Giving reasons ➤ Inferring from observations ➤ Making/decoding charts
	CULTURE

COMMUNICATION

Language of Learning

<p>Vocabulary:</p> <ul style="list-style-type: none"> - Animals (vertebrates) - Body parts: main parts + feathers, scales, fins, wings, fur, claws, beak, shell, trunk - Adjectives: hard, soft, long, short, thin, thick, big, small, medium size, tall - Vocabulary related to movement, reproduction, habitat and respiration. <p>Communication Structures:</p>
--

Identification

- It is ... / it isn't
- It has got... / it hasn't got
- It can... / it cannot...
- It lives / it breathes...

Language for Learning

- Describing animals

ASSESSMENT CRITERIA

Pupils should be able to:

- Given a group of characteristics, identify the group of vertebrates they belong to.
- Make a description of a vertebrate animal using the following information: body parts, reproduction, nutrition, habitat and respiration.
- Make a ppt presentation with the main characteristics of a vertebrate group in a clear way.
- Talk about a vertebrate group in a clear and understandable way.

ACTIVITIES

<p>ICT: Clever kids 1 – Pets A series of activities in which children learn basic information about animals. <i>For slower students.</i></p>	<p>Animals. Parts of the body</p>	<p>- Vocabulary: parts of the body - Structures: It has got / it hasn't got. It is a...</p>
<p>ICT: Clever kids 1 – About animals A series of activities in which children learn how to make simple descriptions of animals.</p>	<p>The parts of the body</p>	
<p>ICT: Clever kids 2 – Animals worlds A series of activities in which children learn how to express the abilities of animals.</p>	<p>Abilities of animals</p>	<p>- Vocabulary: run, fly, jump, climb, swim, eat - Structures: It can / it can't</p>
<p>Classifying animals – Children work in small groups (2-3). They are given a set of animal cards. They are told to organise them in groups. The conditions are: 1) They decide what criteria they use to organise them. 2) The criteria have to be such that none of the animals should be able to go into more than 1 group. After they have done the groups, we share them in plenary. At the end we tell children we will be studying Vertebrates.</p>	<p>Using previous knowledge Classifying</p>	<p>- Vocabulary: parts of the body, functions, movement, food, environment. - Structures: It is / it has / it can / it has got / It lives... - Logical - Visual - Interpersonal</p>
<p>The animal kingdom – Hand out copies of the worksheet “Animal kingdom”. In pairs children must fill in the concept map with the names of animals that they know. Finally, in plenary we share their work.</p>	<p>Using previous knowledge Classifying</p>	<p>- Vocabulary: animals - Structures: It is / It isn't / It has got/ It hasn't got - Logical - Linguistic - Interpersonal</p>
<p>Skeletons 1- Hand out a photocopy of a paper with animals and their skeletons. Children must match them and then create a concept map of vertebrates.</p>	<p>Matching Classifying</p>	<p>- Logical - Visual</p>
<p>Skeletons 2 – Children choose one animal and, using a picture, make a plasticine model of its skeleton.</p>	<p>Making models</p>	<p>- Visual - Manipulative</p>
<p>Activity sheet 1. What is a vertebrate? Hand out copies of Activity Sheet 1 “What’s a vertebrate?” Reviewing the names of the animals shown, ask them to sort them into two groups and label the</p>	<p>Classifying</p>	<p>Vocabulary: animals To be To have</p>

<p>groups. Then in pairs they will complete the sentences of exercise 2. Check the answers.</p>		<ul style="list-style-type: none"> - Logical - Linguistic
<p>Describing animals: Activity sheet 2 (in pairs) We provide each child with a copy of Resource Sheet 1 “Describing vertebrates”. We go through it in order to understand all terms and how they are used. Then we ask the children to make sentences describing the animals in Activity sheet 2. Then, in a small group session, we write the names of the animals on the blackboard and then the description following the same order in each animal (p.e. size, colour, body parts...)</p>	<p>To describe animals according to their appearance</p>	<p>It is/has ... It isn't / has no... Body parts: Head, Mouth, Eyes, Legs, Wings, Tail, Fins, Nostrils, Trunk, Belly, Abdomen, Claw, Beak, Scales, Feathers, Fur, Hair, Skin Adjectives for size and hardness.</p> <ul style="list-style-type: none"> - -Linguistic - Visual - Interpersonal
<p>Describing animals: Guessing game (in pairs or in small groups) Each child gets a picture of an animal and has to describe it to his/her partner/s. They must guess what animal it is.</p>		
<p>Vertebrates key Explain that a Key is a series of questions, each with two possible answers. The answers lead you to the next question or will identify the unknown creature. Display Resource Sheet 2 “Vertebrates’ Key” and show children how to use it identifying one animal. Start at the first question and just follow the line of the answer. Provide each pair with a copy of Resource Sheet 2 “Classification Key” and ask them to use it to identify vertebrates’ cards. Once children have identified all the animals check the answers.</p>	<ul style="list-style-type: none"> - Understanding what is a classification key. - Understanding what are the main differences between the different kinds of vertebrates. 	<p>Has it got? Yes, it has No, it hasn't Body parts: feathers, hair, fur, scales, gills. Cold-blooded /warm-blooded</p> <ul style="list-style-type: none"> - Linguistic - Logical - Interpersonal
<p>Game: In pairs. Each child chooses one animal. The other child must guess what animal is, making questions from the key and from the description chart.</p>		
<p>Classification of animals. Hand out the worksheet “Classification of animals”. Ss answer the questions in a few minutes. Then they must listen to the text and check their answers. Finally we check all together. We can then read the text.</p>	<ul style="list-style-type: none"> - Using prior knowledge - Assessing own knowledge - Listening for specific information - Reading formative texts. 	<ul style="list-style-type: none"> - Linguistic

<p>Body worksheets: label the fish, dog, bird... Activities to reinforce vocabulary on body parts.</p>	<p>- Animals body parts</p>	<p>- Vocabulary: body parts - Linguistic - Visual</p>
<p>Body: The teacher describes the body of the different kind of vertebrates and children must guess which one it is - In pairs: fill in the description of the body of each type of animal in Activity sheet 5, using Resource sheet 4 (We are not using this activity anymore as children are quite bored and just copy the answers.)</p>	<p>- Writing down information given orally</p>	<p>- Writing down information given orally - Asking for the spelling of a word - Spelling words - Linguistic - Visual - interpersonal</p>
<p>BODY DIFFERENCES: In small groups, children talk about the differences in the bodies of two animals. Then we discuss it in plenary.</p>	<p>- Comparing</p>	
<p>ANIMAL REPORTS: All together, The teacher will lead the students into a general discussion about the basic information people must have if they are making a report about animals. Using student ideas, the teacher will construct a concept map (start with the word "ANIMALS (VERTEBRATES)" in the middle and group characteristics (i.e., senses, distinguishing characteristics, or exceptions to the rule). We must end up with the following items: Body – Nutrition – Reproduction – Respiration – Movement – Sensory systems.)</p>	<p>- Making concept maps</p>	<p>Vocabulary about body, nutrition, reproduction, movement, sensory systems: oviparous, viviparous, independent, to depend on, to feed, to be born, to live, to walk, to run, to jump, to swim, to fly, herbivore, carnivore, omnivore.</p>
<p>In groups (5): each group gets one type of animal. Each person gets one fact file about one animal belonging to that group. Using Resource sheet 5, they must make a report about that animal. Once finished, and using Resource sheet 6, they put together the information to make a report about the type of animal they are dealing with, in order to make a power point presentation.</p>	<p>- Collecting information to build knowledge</p>	<p>Vocabulary about body, nutrition, reproduction, movement, sensory systems: oviparous, viviparous, independent, to depend on, to feed, to be born, to live, to walk, to run, to jump, to swim, to fly, herbivore, carnivore, omnivore.</p>
<p>- After correction of the reports, children set themselves to create the power point presentation. Each group presents their work to the rest of the class.</p>	<p>- Presenting information</p>	
<p>Concept maps: While students do their presentations, their classmates take notes on the most important characteristics to fill in a concept map for each group of animals. After the concept maps are filled in, Ss write a definition of each group using the main characteristics.</p>	<p>- Making concept maps - Summarising information</p>	

<p>Reinforcement – Reading and listening After each group of animal has been dealt with, children can listen to texts about those groups to check if they got the most important information. Later, the texts can also be read.</p>	<ul style="list-style-type: none"> - Assessing own knowledge - Listening for specific information <li style="padding-left: 20px;">- Reading formative texts. 	
<p>Reinforcement – Answering questions At the end, children can be given some activities with questions about animals in order to check their own knowledge and reinforce it.</p>	<ul style="list-style-type: none"> - Assessing own knowledge - Reviewing and evaluating 	<ul style="list-style-type: none"> - Intrapersonal - Linguistic

CATERING FOR DIVERSITY

The diversity in class is being catered with:

- ICT activities that allow for students to follow their own rhythm of work (Clever Kids 1 and 2)
- ICT activities for fast learners:

<p>http://www.edu365.cat/aulanet/bridging/Unidad4/principal.html</p> <p>Series of activities related to animals where children practise all they know about animals in English.</p>	<p>Descriptions of animals</p> <p>Animals and their habitats</p>	<p>- Vocabulary: animals, body parts, abilities</p>
---	--	---

- Written activities adapted to students with special needs (vocabulary, simple classification activities).
- - Group work, with heterogeneous groups that allow faster students help slower ones.
- - For groups with a faster pace:

<p>Britannica Online School Edition</p> <p>Children will have the chance to access this online encyclopaedia in order to obtain information and photographs for their ppt works.</p>	<p>Searching for relevant information</p>	<p>- Vocabulary: animals, body parts, living</p> <p>- Extracting relevant information from a text.</p>
--	---	--

ASSESSMENT ACTIVITIES AND CRITERIA

1- Description of animals. Assessment criteria:

<ul style="list-style-type: none"> - Includes the body parts. - Includes the reproduction - Includes the nutrition. - Includes the habitat and movement. - Includes the respiration. 	<ul style="list-style-type: none"> - Uses It or They consistently. - Uses the correct order of subject and predicate. - Uses correctly the verb Be and Have - Makes correct sentences. - Makes communicative sentences. - Spelling.
---	---

2- Given a group of characteristics, say the type of vertebrate.

3- Read a simple text about vertebrates where some key words are missing. Write the words in the correct place.

4- Listen to a text and fill in the gaps with basic vocabulary.

5- Power Point presentation:

<p>Group assessment:</p> <ul style="list-style-type: none"> - All the information required has been included. - The images included are representative - The presentation has been well organised and students collaborate amongst them. - The presentation has been clear and comprehensible. 	<p>Personal assessment:</p> <ul style="list-style-type: none"> - Knows his text or needs to read - Pronunciation.
---	--

6- Concept Maps:

<ul style="list-style-type: none"> - The most important aspects are included. - It is clear - It is concise.

7- Dossier:

<ul style="list-style-type: none"> - All original works are finished. - All extra work has been included. - The index has been included. - Corrections have been done to works.

- The tasks are in order.
- Clean presentation.
- Margins / space between lines.
- Handwriting.
- Takes care of spelling.

8. Peer assessment:

Students do an assessment of the presentations of their classmates.

9. Self-assessment. Most items included in the assessment are evaluated by the students in the “My self-assessment booklet”.