

CLIL Lesson Plan 1: **Habitats around the World**

AIMS
<ul style="list-style-type: none"> • To know what a habitat is. • To know the main characteristics of each habitat. • To classify them into land, freshwater and marine habitats.

Teaching Objectives What I plan to teach	Learning Outcomes What learners will be able to do at the end of the lesson
Content	Content
<ul style="list-style-type: none"> • Elicit previous knowledge about different places in the world, animals and plants. • Explain the different habitats in the world and their main features. • The way these habitats are classified. 	<ul style="list-style-type: none"> • Define what a habitat is. • Name the different habitats. • Explain the main characteristics of a certain habitat.
Cognition	Cognition
<ul style="list-style-type: none"> • Classify different elements according to their similarities. • Describe and compare. • Carry out independent research and investigation about a certain habitat. 	<ul style="list-style-type: none"> • Classify the different habitats into land, freshwater and marine. • Complete a worksheet with information about a concrete habitat. • Recognise similarities and differences between two habitats. • Transfer key language. • Synthesise information, e.g. complete a list of the main features of a habitat; gather information about it; make a presentation; make a display with the information. • Collaborate, e.g. share information with classmates.

Communication

C1. Language of learning

Key sentences needed:

- There is / There are ...
- I can see a / an
- The weather is ...

Key vocabulary:

- Habitat, tree, lake, water, river, sea, fish, coral, plant, mountain, flowers, sky, cloud, sunny, mouse, stones, moss, iceberg, grass, fir tree, cactus, sand, world, Earth, land, rainforest, wetland, stream, tundra, rock, taiga, pond, shoreline, temperate forest, tropical ocean, desert, grassland, temperate ocean, freshwater, marine.

C2. Language for learning

Language

- How to compare
- How to ask and answer questions
- How to explain
- How to make an oral presentation

Learning how to learn

- The language for group and pair work
- Understanding instructions
- How to deal with not understanding explanations or instructions
- Share information with other classmates
- How to make a presentation
- The language to ask and answer questions

C3. Language through learning

- The use of dictionaries for vocabulary expansion.
- Language through activities.
- Homework research about a certain habitat.

CLIL Lesson Plan 2: **What is a community?**

AIMS
<ul style="list-style-type: none"> • To know what a community is. • To understand animal adaptation to its habitats. • To be aware of human adaptation to certain habitats: the desert, the rainforest, the tundra and the savannah.

Teaching Objectives What I plan to teach	Learning Outcomes What learners will be able to do at the end of the lesson
Content	Content
<ul style="list-style-type: none"> • Elicit previous knowledge about the different habitats of the world. • Explain what a community is and its main features. • Show different types of animal and plants' adaptations. • Learn about other people who live in different countries. 	<ul style="list-style-type: none"> • Tell what a community is. • Say some animal and plant's adaptations to the habitat. • Talk about how other children live in their countries.
Cognition	Cognition
<ul style="list-style-type: none"> • Understand key concepts and apply them. • Examine the concept of adaptation. • Analyse how humans have adapted to living in the desert, the rainforest, the tundra and the savannah habitats. 	<ul style="list-style-type: none"> • Memorise key language and apply it. • Transfer key language. • Identify what animals and plants live in a specific habitat. • Understand some animals' adaptation to their habitat. • Examine human adaptation to certain habitats such as the desert, the rainforest, the tundra and the savannah.

Communication

C1. Language of learning

Key sentences needed:

- The habitat must provide the community with ...
- The ... is a living / non-living element.
- The ... is adapted to
- ... is from
- ... learns ... at school.
- ... eats
- My name's ... I'm from ... I'm ... years old. I live in ... My home is ...
I eat ... I go to school I learn ...

Key vocabulary:

- Seaweed, dolphin, seal, seagull, shrimp, sea urchin, tree, branches, leaves, trunk, roots, bacteria, earthworms, fungi, insect, squirrel, food, water, shelter, reproduce, adaptation, shark, bear, raccoon, chameleon, survive, predator, mud bricks, wood, tent, fish, meat, warm, rainy, snow, drought, sunlight, maths, writing.

C2. Language for learning

Language

- How to describe
- How to ask and answer questions
- How to talk about people

Learning how to learn

- Understanding instructions
- How to deal with not understanding explanations or instructions
- How to make a presentation
- The language to ask and answer questions
- Share information with classmates

C3. Language through learning

- Language through activities.

Culture / Citizenship

- How humans have adapted to living in habitats such as the desert, the rainforest, the Arctic and the Savannah.

CLIL Lesson Plan 3: **What is a food chain?**

AIMS
<ul style="list-style-type: none"> • To know what a food chain is. • To identify the different parts of a food chain. • To know what a food web is.

Teaching Objectives What I plan to teach	Learning Outcomes What learners will be able to do at the end of the lesson
Content	Content
<ul style="list-style-type: none"> • Elicit previous knowledge of the elements that form a community that lives in a specific habitat. • Explain what a food chain is: definition, elements and how they combine to create food webs. • Explain what happens when a part of a food chain disappears. 	<ul style="list-style-type: none"> • Describe what a food chain is. • Explain the relationship between the different organisms of a food chain. • Create a food chain with the different organisms (producers, consumers and decomposers).
Cognition	Cognition
<ul style="list-style-type: none"> • Classify different living organisms according to their similarities. • Identify the elements of a food chain. • Carry out independent research and investigation about food chains. • Explain what happens when a part of a food chain disappears. • Understand key concepts and apply them. 	<ul style="list-style-type: none"> • Classify different living organisms according to own criteria. • Complete different food chains through a game. • Choose a specific food chain to work on (group discussion). • Create a food chain and explain the process. • Predict what happens when a part of a food chain disappears. • Memorise key language and apply it. • Transfer key language.

Communication

C1. Language of learning

Key sentences needed

- Have you got ...? Yes, I have / No, I haven't
- I have completed a food chain.
- The ... is eaten by the
- The ... is a producer / consumer.
- The ... is a herbivore / carnivore / omnivore.

Key vocabulary

- flower, caterpillar, frog, snake, owl, algae, shrimp, arctic cod, ringed seal, polar bear, river weed, tadpole, great diving beetle, salmon, heron, seaweed, limpet, dog whelk, crab, gull, tulip, plant, ant, spider, bird, cat, mosquito, frog, turtle, alligator, prey, predator, producer, consumer, decomposer, herbivore, carnivore, omnivore.

C2. Language for learning

Language

- How to make a presentation
- How to discuss

Learning how to learn

- The language for group and pair work
- Understanding instructions
- How to deal with not understanding explanations or instructions

C3. Language through learning

- The use of dictionaries.
- Language through activities.
- Language through research.

AIMS
<ul style="list-style-type: none"> • To learn about the destruction of many habitats. • To identify different types of pollution. • To discuss and explain the importance of keeping the environment free of pollution.

Teaching Objectives What I plan to teach	Learning Outcomes What learners will be able to do at the end of the lesson
Content	Content
<ul style="list-style-type: none"> • Elicit previous knowledge about the different habitats of the world. • Explain the causes of pollution and its effects. • Explain about the destruction of many habitats. 	<ul style="list-style-type: none"> • Recognise possible causes of pollution and its effects.
Cognition	Cognition
<ul style="list-style-type: none"> • Identify and analyse what causes pollution and its effects on the environment. • Think about what can be done in order to reduce pollution. 	<ul style="list-style-type: none"> • Identify what causes pollution. • Analyse the effects of pollution. • Select what things pupils can do in order to reduce pollution • Design a campaign in order to reduce pollution.

Communication
<p>C1. Language of learning</p> <p>Key sentences needed</p> <ul style="list-style-type: none"> • Air pollution can cause health problems. • I can recycle paper. <p>Key vocabulary</p> <ul style="list-style-type: none"> • Pollution, extinct, danger, destroy, acid rain, global warming, power station, exhaust, deforestation, mining, waste, pesticides, timber, recycle, wind farm.

C2. Language for learning

Language

- How to design a campaign
- How to answer questions

Learning how to learn

- Share information with other classmates
- The language for group work

C3. Language through learning

- The use of dictionaries for vocabulary expansion.
- Language through activities.
- Language through homework.

Culture / Citizenship

- Things that pupils can do in order to reduce pollution.
- Design a campaign in order to reduce pollution.