

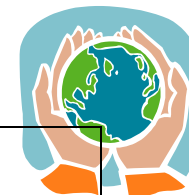


CLIL LESSON PLAN. ECOSYSTEMS-TEACHERS' NOTES

UNIT 3: TYPES OF ECOSYSTEMS– LESSONS 7, and 8.

DESCRIPTION: The present unit is intended to help students understand what are the main/most common ecosystems in the world, and the ones that are closer to them: The Forest and The Sea.

| TEACHING-LEARNING ACTIVITIES | Instruments for ASSESSMENT |
|---|---|
| <p>■ Lesson 1:</p> <ul style="list-style-type: none"> -Warm up: pupils play a very simple visual game where they have to guess what animal plant goes with the right ecosystem: Forest or Sea. - Checking knowledge: The teacher asks them to continue with the KWL chart (what do I know? What do I want to know? What did I learnt?). - Group work: Whole class reading a short text about habitats (review). In groups, the complete worksheet one, where they have to match a definition with the different elements that animals need to survive in a habitat (air, shelter, food, space and water). Once they finish, the teacher explains them the main characteristics of the forest as an ecosystem. Then, pupils match the habitats in a forest with the animals they would live there (handout 2). - Reading comprehension: The students read a text about the Tropical Rain Forest Ecosystem. Then they answer some questions about the text. <p>■ Lesson 2:</p> <ul style="list-style-type: none"> - Starting routine: Can you remember? The teacher plays the 'tennis game' with the students using the vocabulary from the previous session. - Whole class: the Sea as an ecosystem (explanation). While listening, the students have to match the different zones of the sea in a picture. - Speaking activity: Students (once they have listened to the explanation) try to guess where do the different animals living in the sea live. They live in the coast/the high sea/the deep sea? | <p>► Monitoring and checking group and individual activities.</p> <p>► Can read and understand a text.</p> <p>► Can speak with his / her partner</p> <p>► Can participate in the activities</p> <p>► Can complete some information</p> <p>► Can speak following a model.</p> |
| | <p>SCAFFOLDING TIPS</p> <p><u>LANGUAGE FOR THE TEACHER:</u></p> <p>☞ <i>Settle down quick please, let's get started.</i></p> <p>☞ <i>Let's just recap on what we did the other day.</i></p> <p>☞ <i>What do you know about...?</i></p> <p>☞ <i>Can you tell me something about...?</i></p> <p>☞ <i>Read out loud</i></p> <p>☞ <i>Don't forget to write a note about the information your partner gives you.</i></p> <p>☞ <i>Find a partner to work with</i></p> <p>☞ <i>Is that clear?</i></p> <p>☞ <i>You've worked well today. Good.</i></p> |



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| | | <u>LANGUAGE FOR THE LEARNER:</u> <p>🗣 I don't know...</p> <p>🗣 Can you help us?</p> <p>🗣 I guess...because...</p> |
| | | RESOURCES |
| | | <p>▶ Worksheets.</p> <p>▶ Chalk and board.</p> <p>▶ Computer and OHP.</p> <p>▶ ICT room</p> <p>▶ white paper/ coloured paper, pencils/ pens , scissors and glue (poster)</p> |
| Extra task for REINFORCEMENT and AMPLIFICATION | | CONCLUSIONS |
| <input checked="" type="checkbox"/> On-line activities, excellent hand outs and ideas on: http://www.britishcouncil.org/kids-topics-environment.htm | | <p>In this unit, children dealt with the two main ecosystems existing in the world, that they can know very well: The Forest and The Sea. In the next section, children will learn how to preserve these ecosystems and how to be respectful with the environment as well.</p> |