

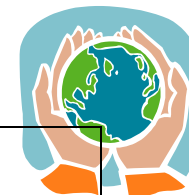


CLIL LESSON PLAN. ECOSYSTEMS-TEACHERS' NOTES

UNIT 2: INTERACTIONS BETWEEN LIVING THINGS– LESSONS 3, 4, 5 and 6

DESCRIPTION: These activities are designed to cause students to remember what they already know about animals. The main idea is to help them understand how animals live and feed by means of activities that involve thinking skills. This unit is divided into four lessons.

TEACHING-LEARNING ACTIVITIES	Instruments for ASSESSMENT
<p>■ Lesson 1:</p> <ul style="list-style-type: none"> - Warm up: Pupils have to cut out pictures and stick each animal with its correct habitat. The teacher monitors and helps (handout 1) - Thinking activity: Children have now the opportunity to check the answer (slides 1 to 11) - 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?). (slides 14 to 16) - Thinking activity: The teacher asks the pupils to think about what interactions animals and plants can have. (slide 16 and 17) - Pair work: Students talk to their peer, using the language provided, about the human activities that can be good or harmful for the environment. 	<ul style="list-style-type: none"> ▶ Monitoring and checking group and individual activities. ▶ Can play a card game ▶ Can speak with his / her partner ▶ Can participate in the activities ▶ Can complete some information ▶ Makes hypotheses ▶ Can make a mind map / chart ▶ Completes a self assessment sheet
<p>■ Lesson 2:</p> <ul style="list-style-type: none"> - Starting routine: They take some time to think about the previous session. They revise and fill in their KWL chart. - Whole class: Children look at three pictures: a fox, a carrot, and a rabbit. And have to think who eats who. They read some questions and try to answer them using a model given (slides 19-21) - Mind map: They are asked to fill in a mind map with the information the teacher is showing (slides 21 to 25) - Handout: students are asked to study a simple food chain and to answer questions about it. - Glossary: time to think about new words that they don't know. One of the students writes down (on a poster) which words they decided to write. 	<p>SCAFFOLDING TIPS</p> <p><u>LANGUAGE FOR THE TEACHER:</u></p> <ul style="list-style-type: none"> ☞ <i>Settle down quick please, let's get started.</i> ☞ <i>Let's just recap on what we did the other day.</i> ☞ <i>What do you know about...?</i> ☞ <i>Can you tell me something about...?</i> ☞ <i>Read out loud</i> ☞ <i>Don't forget to write a note about the information your partner gives you.</i>



Lesson 3:

-Group work: The teacher tells his/her students to get into circles of five. They have got a text about the food chains cut into slips. The teacher gives out the slips. He/she asks the students to read their slips to each other. They must keep their own slips of paper. Tell them that the student with slip number 1 has the beginning of the text. Ask them to work out the correct order of the text. Finally all groups correct the text with the help of the teacher.

-Slide 26

-Game: The food chain game. Students are given some cards. They have to create as many food chains as possible

-Glossary: time to think about new words that they don't know. One of the students writes down (on a poster) which words they decided to write.

Lesson 4:

-ICT activity (pair work): The teacher shows the children how the food chain application works (*flash*). He/she discuss the concept behind food chains and that the arrow shows energy transfer along the chain. He/she asks children to work through the activities in the program, but first he asks them to complete some information on a handout.

-When they have all explored the application, the teacher asks some of the groups about how they put the different food chains in order.

-Group work: The teacher asks the children to investigate with the previous food chain cards. He/she asks them to choose which animals aren't eaten by other animals. Then, he explains slide 28 (about *the top of the food chain*). Then, the pupils have to speak about why they think the lion is at the top of the food chain (using a model).

-Glossary: time to think about new words that they don't know. One of the students writes down (on a poster) which words they decided to write.

-Self assessment

Find a partner to work with

Is that clear?

You've worked well today. Good.

LANGUAGE FOR THE LEARNER:

Does it live in the jungle? Yes, it does...No it doesn't

Some plants need...others need...

Is it a consumer or a producer?

A food chain starts with..., next, finally

I don't think so, because...

I don't know...

Can you help us?

RESOURCES

Worksheets.

Chalk and board.

Computer and OHP

Extra task for REINFORCEMENT and AMPLIFICATION

On-line activities:

<http://www.primaryresources.co.uk/science/science2e.htm#living>

<http://www.activescience-gsk.com/module2/group4.html>

CONCLUSIONS

In this unit, children dealt with one of the most important element of the module: how animals live and how do they feed. The activities have been intended to help them activate their thinking, so they can guess the content by themselves. The use of some L1 vocabulary will be allowed in some activities in order to ease the comprehension of some of the content.