Florià Belinchón Majoral. CEIP PRÀCTIQUES 1 - LLEIDA

## 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.

	Instruments for ASSESSMENT
TEACHING-LEARNING ACTIVITIES	
Lesson 1:	Monitoring and checking group and individual
- Warm up: Pupils have to cut out pictures and stick each animal with its correct habitat. The teacher monitors and helps	activities.
(handout 1)	<ul> <li>Can play a card game</li> </ul>
- Thinking activity: Children have now the opportunity to check the answer (slides 1 to 11)	<ul> <li>Can speak with his / her partner</li> </ul>
- Checking knowledge: The teacher asks them to continue with the KWL chart (what do I know? What do I want to know? What	<ul> <li>Can participate in the activities</li> </ul>
did I learnt?). (slides 14 to 16)	<ul> <li>Can complete some information</li> </ul>
- Thinking activity: The teacher asks the pupils to think about what interactions animals and plants can have. (slide 16 and 17)	<ul> <li>Makes hypotheses</li> </ul>
- Pair work: Students talk to their peer, using the language provided, about the human activities that can be good or harmful	<ul> <li>Can make a mind map / chart</li> </ul>
for the environment.	<ul> <li>Completes a self assessment sheet</li> </ul>
Lesson 2:	SCAFFOLDING TIPS
- Starting routine: They take some time to think about the previous session. They revise and fill in their KWL chart.	LANGUAGE FOR THE TEACHER:
- Whole class: Children look at three pictures: a fox, a carrot, and a rabbit. And have to think who eats who. They read some	<ul> <li>Settle down quick please, let's get started.</li> </ul>
questions and try to answer them using a model given (slides 19-21)	<ul> <li>Let's just recap on what we did the other</li> </ul>
- Mind map: They are asked to fill in a mind map with the information the teacher is showing (slides 21 to 25)	day.
- Handout: students are asked to study a simple food chain and to answer questions about it.	What do you know about?
- Glossary: time to think about new words that they don't know. One of the students writes down (on a poster) which words	Can you tell me something about?
they decided to write.	🗩 Read out loud
	<ul> <li>Don't forget to write a note about the</li> </ul>
	information your partner gives you.



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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 factore tells his/her 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.              Find a partner to work with             's du' worked well todoy. Good.             Losson 2:             Source partner to work with             is that clear?          -Gide appr. 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.               Source plants needGood.          -Gide appr. Tell them that the students with about new words that they don't know. One of the students writes down (on a poster) which words they decided to write.               Source plants need				
<ul> <li>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.</li> <li>Slide 26         <ul> <li>Game: The food chain game. Students are given some cards. They have to create as many food chains as possible</li> <li>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.</li> <li>Slide 26 Some plants need</li></ul></li></ul>		Lesson 3:		<ul> <li>Find a partner to work with</li> </ul>
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-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. <ul> <li>Is it a consumer or a producer?</li> <li>A food chain starts with, next, finally</li> <li>I don't think so, because</li> <li>I don't know</li> <li>Can you help us?</li> </ul> -When they have all explored the application, the teacher asks some of the groups about how they put the different food chains and that be 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 and othan 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). <li>Computer and OHP</li> <li>Comonus approxement</li> <li>Computer an</li>		-Slide 26		doesn't
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