

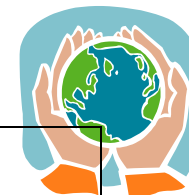


CLIL LESSON PLAN. ECOSYSTEMS-TEACHERS' NOTES

UNIT: 1. WHAT ECOSYSTEMS ARE – LESSONS 1 and 2

DESCRIPTION: These activities are designed to cause students to think; Students will learn about the ecosystems and their features. They will have to think about this concept and try to relate make some hypothesis on what will happen next. This unit is divided into two lessons.

TEACHING-LEARNING ACTIVITIES	Instruments for ASSESSMENT
<p>■ Lesson 1:</p> <ul style="list-style-type: none"> - Warm up: Let's think (power point). General overview of the unit. (slides 1 to 2) - Previous knowledge: Starting a KWL chart (what do I know? What do I want to know? What did I learnt?). They see and listen to different features of animals (slides 5 to 10) - Game: in order to check their comprehension, children play a challenging game called "I bet it's true!" (see handout) - Ending the lesson: slide 6. Children think about animals that might live in DRY / COOL places - 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>■ Lesson 2:</p> <ul style="list-style-type: none"> - Starting routine: What can you remember? Questions: <ul style="list-style-type: none"> ▶ Does an elephant live in the same place as a polar bear? ▶ Can a red rose live in a desert? ▶ Do all animals eat the same things? - Whole class: ecosystems (explanation of slide 12) - Hand out: Classify living and non-living things. Handout (speaking and writing activity) + pair work - Thinking activity: Big and small ecosystems. They have to decide (with the help of a handout) where some animals live. They speak to a partner, and then they classify habitats and pictures. After that, the teacher checks their comprehension (slides 13 to 15) - Thinking activity: The teacher asks "How do you think animals adapt to their ecosystems?" Children play a matching game. Then the teacher show them slide 17 and writes down the correct matches. Pupils copy them into their notebook. - Ending the lesson. Glossary: time to think about new words that they don't know. One of the students writes down (on a poster) 	<ul style="list-style-type: none"> ▶ Monitoring and checking group and individual activities. ▶ Can play a matching game ▶ Can speak with his / her partner ▶ Can participate in the activities ▶ Completes some information ▶ Completes a self assessment sheet
	<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> ☞ <i>Don't panic</i>



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:

- ☞ *I think they can live in the same ecosystem because...*
- ☞ *I don't think so, because...*
- ☞ *I don't know...*
- ☞ *Can you help us?*
- ☞ *In an ecosystem, there are living things like...*
- ☞ *In an ecosystem there are non-living things like...*

RESOURCES

- ▶ Worksheets.
- ▶ Chalk and board.
- ▶ Computer and OHP

Extra task for REINFORCEMENT and AMPLIFICATION

☒ **On-line activities:**

http://www.nwlg.org/pages/resources/living_things/page_2.html

http://www.nwlg.org/pages/resources/living_things/index.html

CONCLUSIONS

This is the first time they will be learning the unit “ecosystems” in the foreign language, so the teacher needs to bear in mind this. Not all students will be able to get the same knowledge and they won't grasp the same things. Providing good scaffolding tools will help. Taking some time to explain how does the classroom dictionary works will help too.