Florià Belinchón Majoral. CEIP PRÀCTIQUES 1 - LLEIDA

CLIL LESSON PLAN. ECOSYSTEMS

UNIT 1 Introductory unit: WHAT ARE ECOSYSTEMS?

LEVEL: 4th grade

Timing: 2 LESSONS

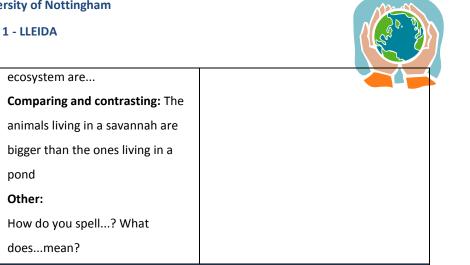
AIMS							
-To present the content of the unit.							
-To introduce the concept of Ecosystem and its main features.							
-To make them aware of what they already know about ecosystems and living things.							
-To help them understand that learning can be achieved in a foreign language.							
-To help them understand that keeping a record of new words is important (their very own "top ten word chart")							
TEACHING OBJECTIVES (what I plan to teach)			CRITERIA FOR ASSESSMENT				
CONTENT	COGNITION			Ger Understanding what ecosystems are			
-Introduction the topic	 -Give students opportunities to understand concepts and apply them -Help the students identify living things in specific ecosystems -Give students a voice -Knowledge transfer -Vocabulary transfer -Arouse students' curiosity 			↔ Recognizing living things			
-What ecosystems are				Ge∽ldentifying how animals adapt			
-What ecosystems are made up of				Ge∕ Starts a KWL chart			
-Ecosystems features				ଌ∽Distinguishing different types of ecosystems			
-Animal adaptation	Arouse students curiosity			Ger Starting a classroom vocabulary chart			
LEARNING OUTCOMES (What learners will be able to do at the end of the lesson)							
CONTENT COMMUNICATION (language and linguistic considerations)				nsiderations)			
Pupils will have/be able to:		Language of learning	Language for learning		Language through learning		
Understand the concept of an ecosystem and its features		Key vocabulary: plants,	Asking eac	h other questions:	Language needed to carry on		
Distinguish between living things and non-living things		ecosystem, living things, non-	What do you know about? Can		activities and explanations.		
Distinguish how animals adapt		living things, pond, savannah,	you tell me something about?		Language revised by both the		
Ask Wh- questions about the topic		grass, bushes, dry places, wet	 Classifying: the different 		teacher and learners during the		
		places, animal adaptation.	elements / animals in an		lesson.		



Keeping a record of new words

Understand that ecosystems include the place and the living

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		How do you spell? What doesmean?			
CULTURE/CITIZENSHIP		COGNITION			
-Identify living and non-living things from the ecosystems of	- To classify information appropriately	,			
their own country and other countries.	- To match concepts and pictures				
-To become aware of the importance of respecting the	-To interpret visual information				
	- To use language in a creative way				
environment. (specially the fact of wasting too much water)	- To use language in a creative way				
environment. (specially the fact of wasting too much water) -To understand that they can learn, no matter the language	 To use language in a creative way To match words and pictures 				