



## CLIL LESSON PLAN. ECOSYSTEMS

### UNIT 1 Introductory unit: WHAT ARE ECOSYSTEMS?

LEVEL: 4<sup>th</sup> grade

Timing: 2 LESSONS

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



| <p>Keeping a record of new words</p> <p>Understand that ecosystems include the place and the living things that live there</p>  |   | <p>ecosystem are...</p> <p>► <b>Comparing and contrasting:</b> The animals living in a savannah are bigger than the ones living in a pond</p> <p>► <b>Other:</b></p> <p>How do you spell...? What does...mean?</p> |  |
|---|---|--|--|
| CULTURE/CITIZENSHIP   | COGNITION   |  |  |
| <p>-Identify living and non-living things from the ecosystems of their own country and other countries.</p> <p>-To become aware of the importance of respecting the environment. (specially the fact of wasting too much water)</p> <p>-To understand that they can learn, no matter the language they are using.</p> | <p>- To classify information appropriately</p> <p>- To match concepts and pictures</p> <p>-To interpret visual information</p> <p>- To use language in a creative way</p> <p>- To match words and pictures</p> <p>- To write down new words</p> |  |  |