



CLIL LESSON PLAN. ECOSYSTEMS

UNIT 2: INTERACTIONS BETWEEN LIVING THINGS

LEVEL: 4th grade

Timing: 4 LESSONS

AIMS		
<ul style="list-style-type: none"> -To introduce the idea of how animals and plants interact. -To make them aware of what they already know about ecosystems and how the different elements interact. -To help them understand the importance of reflecting upon what they want to learn. -To help them understand that keeping a record of new words is important -Introduce food chains. -To help them understand that food chains show feeding relationships. -Challenge the children to identify the food of specific animals, some which eat plants and some, which eat animals. 		
TEACHING OBJECTIVES (what I plan to teach)		CRITERIA FOR ASSESSMENT
CONTENT	COGNITION	
<ul style="list-style-type: none"> -Types of ecosystems -Interactions between living things -Other interactions -Food sources of animals in different habitats. -Food in an ecosystem -Structure of a food chain -Understand that food chains can be used to represent feeding relationships in a habitat -Understand a simple food chain with 	<ul style="list-style-type: none"> -Give students opportunities to understand concepts and apply them -Help the students identify living how the different elements interact in an ecosystem. -Give students a voice -Make choices (about how animals interact) -Give them opportunities to identify by observation (how animals adapt) -Arouse students' curiosity towards how things interact in an ecosystem. -Help students understand how does a food chain works. 	<ul style="list-style-type: none"> 🌀 Understanding how things interact in an ecosystem 🌀 Understanding how food chains work 🌀 Using language communicatively 🌀 Interpretation of visual information 🌀 Identifying of the elements that help animals adapt 🌀 Being aware of the importance of the adaptation to the habitat 🌀 Investigate the food needs of animals from local habitats and how and where they find their food 🌀 Recognizing the living things that form food chains 🌀 Using language communicatively



pictures		
-Understand that most food chains start with a green plant		
LEARNING OUTCOMES (What learners will be able to do at the end of the lesson)		
CONTENT	COMMUNICATION (language and linguistic considerations)	
Pupils will have/be able to: <ul style="list-style-type: none">- Recognise the interactions among living things in ecosystems- Learn how animals adapt to their habitats- Understand how animals feed in their habitats.- Keeping a record of new words- Food chains	Language of learning <ul style="list-style-type: none">▶ Key vocabulary: plants, ecosystem, herbivorous, carnivorous, food chain, nests, habitats	Language for learning <ul style="list-style-type: none">▶ Asking and answering to questions in present simple: Does it live in the jungle? Yes, it does...No it doesn't▶ Comparing and contrasting: <i>some plants need...others need...</i>▶ Giving examples: <i>like palm trees, for example...</i>▶ Asking and answering to questions in present simple: Is it a consumer or a producer?▶ Describing a food chain (sequence): <i>a food chain starts with..., next, finally</i>
	Language through learning <ul style="list-style-type: none">▶ Language needed to carry on activities and explanations.▶ Language revised by both the teacher and learners during the lesson.▶ New structures that might come up	
CULTURE/CITIZENSHIP	COGNITION	
-Being aware of the fact that humans also interact with other living things. -To understand that they can learn, no matter the language they are using.	<ul style="list-style-type: none">-To apply new vocabulary in different contexts-To interpret visual information-To give examples-To play a matching game about food chains (being able to relate producers and consumers)-To write down some of the things they already know and hope to learn (KWL chart)-To use prediction to state how animals adapt to their ecosystems-To make hypothesis	