



CLIL LESSON PLAN. ECOSYSTEMS

UNIT 3: TYPES OF ECOSYSTEMS.

LEVEL: 4th grade

Timing: 2 LESSONS

AIMS			
<div>-Introduce the forest, the sea and the desert as three big ecosystems.</div> <div>-To help them understand that forests, seas and desert are ecosystems.</div> <div>-Challenge the children to identify living things and food interactions in the three main ecosystems.</div>			
TEACHING OBJECTIVES (what I plan to teach)		CRITERIA FOR ASSESSMENT	
CONTENT	COGNITION	<div>☞ Identifying the living things and their food interactions in the sea, the desert and forest.</div> <div>☞ Recognizing the living things that live in the three ecosystems</div> <div>☞ Knowing how to work in group</div> <div>☞ Interpretation of visual information</div>	
<div>-Types of ecosystems: forest, sea and desert</div> <div>-Living things in a forest, in a sea and in the desert</div> <div>-Feeding relationships in the three ecosystems</div>	<div>-Give students opportunities to understand the main features of three ecosystems.</div> <div>-Help the students identify living how the animals live in different ecosystems</div> <div>-Give them opportunities to compare and describe (among the different ecosystems)</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><div>- Understand forest, seas and deserts are ecosystems.</div><div>- Identify the main habitats, typical living things and food interactions in forests, seas and deserts.</div><div>- Distinguish habitats and zones and the living things found there</div></div>	Language of learning	Language for learning	Language through learning
	<div>▶ Key vocabulary: herbivorous, carnivorous, omnivorous, vertebrates, invertebrates, seaweed.</div> <div>▶ Key structures: superlative</div>	<div>▶ Describing location: <i>on a tree trunk, under the ground, in a nest, in bushes.</i></div> <div>▶ Superlatives: the biggest ecosystem, the most common plant</div>	<div>▶ Language needed to describe</div> <div>▶ Language needed to carry on activities and explanations.</div> <div>▶ Language revised by both the teacher and learners during the lesson.</div>



CULTURE/CITIZENSHIP	COGNITION		
<ul style="list-style-type: none">-Know and appreciate that we get food from the sea.-Respect the environment.-Appreciation for all the ecosystems.	<ul style="list-style-type: none">- To distinguish different habitats- To apply new vocabulary in different contexts- To describe an ecosystem and be able to compare it to another one.		