

LESSON PLANS

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January – April 2009

TOPIC: What is an ecosystem like?	SUBJECT: Coneixement del Medi Natural, Social i Cultural	LEVEL: 6th	TIMING: 1 session
AIM: To understand what are the components of an ecosystem			
KEY SKILLS: Pupils will be able to distinguish between living and non-living things.			
TRANSFERABLE SKILLS: Pupils will be able to participate, interact and develop strategies to understand the content.			
TEACHING OBJECTIVES		LEARNING OUTCOMES	
A.CONTENT		A.CONTENT	
To introduce the concept of living and non-living things.		Pupils will be able to remember the key vocabulary.	
B.COGNITION		B. COGNITION	
To help students to build a definition of an ecosystem.		Pupils will be able to classify different items according to the categories learned. Pupils will be able to apply key vocabulary in different context.	
C. COMMUNICATION			
C1. LANGUAGE OF	C2. LANGUAGE FOR	C3. LANGUAGE THROUGH	D. CULTURE
<i>The...is a living/ non living thing.</i> Key vocabulary: <i>living thing, non-living thing, ecosystem, to live, together.</i>	Making and answering simple questions about living and non-living things.	Language that comes out when working on the tasks.	Pupils will show respect for living and non-living things. Pupils will work cooperatively with peers.
ASSESSMENT CRITERIA: Teacher will take notes and observe the participation of the pupils in the different tasks.			

TOPIC: Different ecosystems.	SUBJECT: Coneixement del Medi Natural, Social i Cultural	LEVEL: 6th	TIMING: 3 sessions
AIM: To understand and explain different types of ecosystem.			
KEY SKILLS: Pupils will be able to recognize the distinctive characteristics of the three different ecosystems presented.			
TRANSFERABLE SKILLS: Pupils can express and interpret facts about the content in both oral and written form. Pupils can develop efficient and adequate methods of work to collect information and transform it into knowledge.			
TEACHING OBJECTIVES		LEARNING OUTCOMES	
A.CONTENT		A.CONTENT	
To present the specific features of three different ecosystems.		Pupils will be able to explain the main features of the three different ecosystems and the animals who live in them. Pupils will be able to memorize key words.	
B.COGNITION		B. COGNITION	
To guide students through the process of finding, processing and sharing information with their peers.		Pupils will be able to use the vocabulary learned in different contexts.	
C. COMMUNICATION			
C1. LANGUAGE OF	C2. LANGUAGE FOR	C3. LANGUAGE THROUGH	D. CULTURE
<i>I will..... It has..... Key vocabulary: skin, fur, plants, animals</i>	Enquiring and answering questions. Report about adaptations to different ecosystems.	Language that comes out when working on the tasks.	Pupils will be able to realize the importance of adaptations for survival.
ASSESSMENT CRITERIA: Teacher will evaluate pupils through their individual and collective group.			

TOPIC: Food Chains. Prey-Predators	SUBJECT: Coneixement del Medi Natural, Social i Cultural	LEVEL: 6th	TIMING: 3 sessions
AIM: To understand and explain what are the different components of a food chain.			
KEY SKILLS: To describe a food chain. To explain what make a prey and predators different.			
TRANSFERABLE SKILLS: Pupils will be able to ask and answer questions about food chains. Pupils will be able to explain to their peers the findings of their research.			
TEACHING OBJECTIVES		LEARNING OUTCOMES	
A.CONTENT		A.CONTENT	
To introduce the concept of the food chain and show the different components.		Pupils will be able to explain the differences between prey & predators. Pupils will be able to give examples of producers and consumers.	
B.COGNITION		B. COGNITION	
To offer pupils the opportunity to use their previous knowledge of the subject.		Pupils will be able to apply the vocabulary with accuracy. Pupils will be able to show how a food chain works.	
C. COMMUNICATION			D. CULTURE
C1. LANGUAGE OF	C2. LANGUAGE FOR	C3. LANGUAGE THROUGH	
<i>A predator eats.... A prey is eaten by..... Key vocabulary: food chain, consumer, producer, prey, predator.</i>	Enquiring to get information about producers, consumers, prey and predators. Explaining differences between prey & predators.	Language that comes out during the learning tasks.	
ASSESSMENT CRITERIA: Pupils should be able to describe prey and predators.			

LIFE ON EARTH

TOPIC: Balance of the ecosystems	SUBJECT: Coneixement del Medi Natural, Social i Cultural	LEVEL: 6th	TIMING: 3 sessions
AIM: To understand and explain why balance is so important for ecosystems.			
KEY SKILLS: To ask and answer questions and to collect information relevant to their work.			
TRANSFERABLE SKILLS: To apply previous knowledge. To develop strategies to understand the contents and share their knowledge. To use different ways to share information with their peers.			
TEACHING OBJECTIVES		LEARNING OUTCOMES	
A.CONTENT		A.CONTENT	
To introduce the concept of balance and the importance of it to the ecosystem's survival.		Pupils will be able to understand the concept of balance.	
B.COGNITION		B. COGNITION	
To offer pupils opportunities to apply new learned concepts. To provide students tools to collect information.		Pupils will be able to collect information from different sources and use it. To make and try to prove an hypothesis. To investigate and explain their findings.	
C. COMMUNICATION			
C1. LANGUAGE OF	C2. LANGUAGE FOR	C3. LANGUAGE THROUGH	D. CULTURE
<i>There will be less.... If there is no.... Key vocabulary: less, more, balance, consequences, fewer</i>	Making and answering questions about balance within an ecosystem.	Language used when completing tasks.	Pupils will be able to realize the importance of keeping ecosystems balanced.
ASSESSMENT CRITERIA: Teacher will evaluate pupils through their individual and collective group.			