

## C: CLIL lesson plan

GLOBAL GOAL: Develop spontaneous talk

UNIT 1 **WHAT ARE ECOSYSTEMS?**

Appendix: Creating a Tool Kit 81

LEVEL 4<sup>th</sup> grade TIMING 2 lessons

Aims	
<ul style="list-style-type: none"> <li>To present the content of the unit.</li> <li>To introduce the concept of <i>Ecosystem</i> and its main features.</li> <li>To make learners aware of and build on prior knowledge of ecosystems and living things.</li> <li>To help learners understand that learning can be achieved in a second language.</li> <li>To help learners understand that keeping a record of new words is important (their very own 'top ten word chart').</li> </ul>	
Criteria for assessment	
Teacher, peer- and self-assessment processes will be used to assess how well learners: <ul style="list-style-type: none"> <li>understand ecosystems</li> <li>distinguish between different types of ecosystems</li> <li>recognize and classify living things</li> <li>identify how animals adapt</li> <li>construct and use a <b>KWL</b> chart (<i>what I <u>k</u>now, what I <u>w</u>ant to know, what I <u>l</u>earned</i>)</li> <li>contribute to and use the classroom vocabulary chart.</li> </ul>	
TEACHING OBJECTIVES (What I plan to teach)	
Content	Cognition
<ul style="list-style-type: none"> <li>Introduction of the topic.</li> <li>What ecosystems are.</li> <li>Features of ecosystems.</li> <li>Animal adaptation.</li> </ul>	<ul style="list-style-type: none"> <li>Provide learners with opportunities to understand the key concepts and apply them in different contexts.</li> <li>Enable learners to identify living things in specific ecosystems.</li> <li>Encourage knowledge transfer about living things and predictions using visual images.</li> <li>Vocabulary building, learning and using.</li> <li>Arouse learner curiosity – creative use of language and learner questions.</li> </ul>
Culture	
<ul style="list-style-type: none"> <li>Identify living and non-living things from the ecosystems of their own country and other countries.</li> <li>Become aware of the importance of respecting the environment (especially the fact of wasting too much water).</li> <li>Understand that they can learn, no matter which language they are using.</li> </ul>	

Communication		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> <li>Key vocabulary: <i>plants, ecosystem, living things, non-living things, pond, savannah, grass, bushes, dry places, wet places, animal adaptation . . .</i></li> </ul>	<ul style="list-style-type: none"> <li>Asking each other questions: <i>What do you know about . . . ? Can you tell me something about . . . ?</i></li> <li>Classifying: <i>The different elements/animals in an ecosystem are . . .</i></li> <li>Comparing and contrasting: <i>The animals living in a savannah are bigger than the ones living in a pond.</i></li> <li>Other: <i>How do you spell . . . ? What does . . . mean?</i></li> </ul>	<ul style="list-style-type: none"> <li>Distinguish language needed to carry out activities.</li> <li>Retain language revised by both the teacher and learners.</li> <li>Make use of peer explanations.</li> <li>Record, predict and learn new words which arise from activities.</li> </ul>
LEARNING OUTCOMES (What learners will be able to do by the end of the lessons)		
By the end of the unit learners will be able to: <ul style="list-style-type: none"> <li>demonstrate understanding of the concept of ecosystems and its related features</li> <li>distinguish between living things and non-living things</li> <li>demonstrate that ecosystems include the places and the living things that inhabit them</li> <li>describe how and why animals adapt</li> <li>classify information</li> <li>successfully engage in visual matching between concepts and images</li> <li>interpret visual information</li> <li>use language creatively</li> <li>ask and respond to <i>wh-</i> questions about their work</li> <li>use a class vocabulary record of new words.</li> </ul>		

## D: CLIL lesson plan – Teachers' notes

UNIT 1

WHAT ARE ECOSYSTEMS?

Lessons 1 and 2

### TEACHING/LEARNING ACTIVITIES

#### Lesson 1

- **Warm up:** Let's think (PowerPoint). General overview of the unit.
- **Previous knowledge:** Starting a KWL chart. Learners see and listen to different features of animals.
- **Game:** In order to check their comprehension, learners play a challenging game called '*I bet it's true!*'.
- **Ending the lesson:** Learners think about animals that might live in dry/cool places.
- **Glossary:** Time to think about new words which learners don't know. One of the learners writes down (on a poster) which words they decided to choose.

#### Lesson 2

- **Starting routine:** What can you remember? Questions:  
*Does an elephant live in the same place as a polar bear?*  
*Can a red rose live in a desert?*  
*Do all animals eat the same things?*
- **Whole class:** Ecosystems.
- **Handout:** Classify living and non-living things. Handout (speaking and writing activity) + pair work.
- **Thinking activity:** Big and small ecosystems. Learners have to decide (with the help of a handout) where some animals live. They speak to a partner, and then they classify habitats and pictures. After that, the teacher checks their comprehension.
- **Thinking activity:** The teacher asks '*How do you think animals adapt to their ecosystems?*' Learners play a matching game. Then the teacher writes down the correct matches. Learners copy them into their notebook.
- **Ending the lesson. Glossary:** Time to think about new words which learners don't know. One of the learners writes down (on a poster) which words they chose.
- **Self-assessment.**

### INSTRUMENTS FOR ASSESSMENT

- Teacher monitors group and individual activities.
- Learners successfully play a matching game.
- Learners' interaction with a partner (speaking creatively).
- Learners' participation in all tasks and activities.
- Learners complete information gaps.
- Learners complete a self-assessment sheet.

### SCAFFOLDING TIPS

The focus of the unit is on language:

#### Language for the teacher

- ✓ *Settle down quickly please, let's get started.*
- ✓ *Let's just recap on what we did the other day.*
- ✓ *What do you know about ... ?*
- ✓ *Can you tell me something about ... ?*
- ✓ *Read out loud.*
- ✓ *Don't forget to write a note about the information your partner gives you.*
- ✓ *Don't panic.*
- ✓ *Find a partner to work with.*
- ✓ *Is that clear?*
- ✓ *You've worked well today. Good.*

#### Language for the learner

- ✓ *I think they can live in the same ecosystem, because ...*
- ✓ *I don't think so, because ...*
- ✓ *I don't know ...*
- ✓ *Can you help us?*
- ✓ *In an ecosystem, there are living things like ...*

### RESOURCES

- Computer, projector and whiteboard.
- Worksheets.
- Pens and whiteboard.

### NOTES

If this is the first time learners are experiencing the Ecosystems unit in English, teachers need to focus on learner confidence-building, enjoyment and a sense of achievement. Whilst individual outcomes will vary, providing a range of scaffolded learning tools will encourage learner participation and engagement. For example, take time to explain how the dictionary works.