

C: CLIL lesson plan

GLOBAL GOAL: Develop spontaneous talk

UNIT 1 **WHAT ARE ECOSYSTEMS?**

LEVEL 4th grade

TIMING

2 lessons

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

Communication

Language of learning

- Key vocabulary: *plants, ecosystem, living things, non-living things, pond, savannah, grass, bushes, dry places, wet places, animal adaptation . . .*

Language for learning

- Asking each other questions: *What do you know about . . . ? Can you tell me something about . . . ?*
- Classifying: *The different elements/animals in an ecosystem are . . .*
- Comparing and contrasting: *The animals living in a savannah are bigger than the ones living in a pond.*
- Other:
*How do you spell . . . ?
What does . . . mean?*

Language through learning

- Distinguish language needed to carry out activities.
- Retain language revised by both the teacher and learners.
- Make use of peer explanations.
- Record, predict and learn new words which arise from activities.

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:

- demonstrate understanding of the concept of ecosystems and its related features
- distinguish between living things and non-living things
- demonstrate that ecosystems include the places and the living things that inhabit them
- describe how and why animals adapt
- classify information
- successfully engage in visual matching between concepts and images
- interpret visual information
- use language creatively
- ask and respond to *wh*- questions about their work
- use a class vocabulary record of new words.