

**Escola EB1 /
Estudo do Meio**

PROJECTO CURRICULAR DE TURMA	Todos Diferentes, Todos Iguais
GLOBAL GOAL	Everyone is different, Everyone is alike

Unit: “Animal world” - LESSON 1

LEVEL: 3th Grade

TIMING: 60 minutes

Aims		
- To introduce some vocabulary related to animals and the concept of habitats - To make students aware of what they already know about animals' way of life - To develop Ss' listening and speaking skills - To help learners understand that learning can be achieved in a second language		
Assessment Criteria		
Teacher will assess how well learners: - identify some animals - understand what habitats are - recognize some habitats' characteristics - co-operate with his/her colleague - participate in all tasks and activities - complete the sentences		
Teaching Objectives		
Content - The concept of habitat - Where some animals live - Habitat characteristics	Cognition - Identifying different animal habitats - Understanding that animals live in different places - Learning and differentiating habitats by their characteristics - Applying their knowledge by solving some exercises	
Culture To understand that animals have their own way of life as we have		
<u>Communication</u>		
Language of Learning Key Vocabulary: Animals: mole, worm, frog, kangaroo, monkey, snake, penguin, parrot, fish, whale, lion, bird, elephant, horse, zebra, polar bear, shark, camel, scorpion, meercat, ostrich, seal Habitats: forest, water, desert, arctic, underground, hot, cold, cool, humid, wet	Language for Learning Identifying <i>That's a frog.</i> <i>I think frogs live in the water.</i> <i>The desert is very hot.</i> Asking/answering <i>Where does a monkey live?</i> <i>In the forest</i>	Language through Learning Making statements Asking questions Language revised by both teacher and learners during the lessons
Learning Outcomes		
By the end of this lesson learners will be able to: - say and identify animal names - understand the concept of habitat and its features - identify different habitats		

CLIL Lesson PLAN

TEACHING / LEARNING ACTIVITIES			
Time Inter	Stage – Procedures	Aims	Scaffolding strategies
5 m T	Lead-in T greets St. T projects a picture of the city of Gaia and starts by talking about where she lives (in a city, Gaia) and reminds them that there are cities, villages, districts, etc. <i>We live here in Gaia. You live in Valadares a small village in Gaia. Our city is our habitat. (SL 1 – 3)</i>	To remind them what they have learnt previously.	
5 m T-Ss	T asks Ss where animals live. Some may say things like forest, river etc. T lets them speak for a while. Then T says that animals live in different habitats, thus introducing the definition of habitat. (SL 4-7)	To involve Ss in the topic and remind them that they already know some information	Pause to enable students' speaking time Using visuals to make the definition clear
10 m Ss	Reviewing vocabulary T asks them if they remember some animal names. T lets them speak for a while. Then T sticks some photos of animals on the board and their names randomly. Asks some students to come to the board and put the names under the correct picture. Ss come one at a time to the board. T lets them decide which word they are going to put under the picture.	To recall previous knowledge of some animal names To introduce new vocabulary To reinforce vocabulary acquisition	Providing language of learning Using visuals to help Pause to enable thinking time
10 minutes T-Ss	Introducing different habitats Now T calls their attention to the fact that there are many different animals, and there are many different habitats. (SL 10-11) T shows them some habitats and briefly describes them and asks them simple questions like: <i>Look at the photo. What's this? (Forest, jungle) What can you see? (trees)</i> (SL 12-16)	To help identify some habitats and their characteristics	Breaking complex information into smaller parts Using visuals to help
	Thinking Task T says: <i>We live in Gaia. Where do animals live?</i>	To make them think by	

10 minutes	(SL17-18)	establishing a connection	To help T points to the worksheet and explains what needs to be done by demonstrating the cutting and not sticking the pictures (just moving them around)
Group work	T divides them into groups and tells them they will have to decide where they think those animals live. T explains they have to cut each animal and put them in the place they think they belong. They should not stick the pictures yet. (SL 19)	To check if they can do this task on their own To promote co-operation	
10m T-Ss	After they have decided T talks with the whole class and asks them for their opinion. To help them speak T shows them a grid. (SL20) Feedback is given orally. Students now stick the pictures in the correct place. (SL 21)	To provide feedback	
10 m	<u>Practice</u>		
IW	T hands out a worksheet where Ss have to complete the sentences with the words given. Feedback (checking task achievement) follows. (SL 22-23)	To check understanding and to compare habitats	Giving them the words so that they know what to write
T-Ss	At the end and to sum up T shows them a schema of the habitats and Ss have to complete it orally. (SL 24)	To recall the vocabulary learnt and check their understanding of the lesson	Using visuals
INSTRUMENTS OF ASSESSMENT			
- Teacher monitors group and individual activities - Learners' participation in all tasks and activities - Learners' interaction with the group - Learners' successfully answering the questions - Learners' completion of the tasks			
Materials			
Computer, projector and whiteboard, flashcards, handouts (3), pens and whiteboard, speakers			
NOTES			
Ss may find it difficult to describe the habitats and may speak in Portuguese.			