

**Escola EB1 /  
Estudo do Meio**

|                                     |                                          |
|-------------------------------------|------------------------------------------|
| <b>PROJECTO CURRICULAR DE TURMA</b> | Todos Diferentes, Todos Iguais           |
| <b>GLOBAL GOAL</b>                  | Everyone is different, Everyone is alike |

**Unit:** “Animal World” **LESSON 2**

**LEVEL:** 3th Grade

**TIMING:** 60 minutes

| Aims                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                            |                                                                               |
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| <ul style="list-style-type: none"><li>To review animal habitats</li><li>To teach the way animals move in their habitat</li><li>To develop Ss' listening and speaking skills</li><li>To help learners understand that learning can be achieved in a second language</li></ul>                                                         |                                                                                                                                                                                                            |                                                                               |
| Assessment Criteria                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                            |                                                                               |
| Teacher, peer- and self-assessment processes will be used to assess how well learners: <ul style="list-style-type: none"><li>say and identify animals in context</li><li>classifying animals</li><li>participate in all tasks and activities</li></ul>                                                                               |                                                                                                                                                                                                            |                                                                               |
| Teaching Objectives                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                            |                                                                               |
| <b>Content</b> <ul style="list-style-type: none"><li>the ways animals move</li></ul>                                                                                                                                                                                                                                                 | <b>Cognition</b> <ul style="list-style-type: none"><li>learning about the ways animals move</li><li>recognizing animal words in context</li><li>matching</li><li>classifying</li></ul>                     |                                                                               |
| <b>Culture</b> <ul style="list-style-type: none"><li>To understand that there are similarities and differences between animals</li></ul>                                                                                                                                                                                             |                                                                                                                                                                                                            |                                                                               |
| Communication                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                            |                                                                               |
| <b>Language of Learning</b><br><br><b>Key Vocabulary:</b><br><i>Animals:</i> snail, worm, butterfly, bee, frog, kangaroo, rabbit, snake, penguin, parrot, fish, whale, lion, bird, elephant, horse<br><i>Verbs of movement:</i> fly, swim, hop and jump, fly, run, walk, slither<br><i>Animals characteristics:</i> fin, wings, legs | <b>Language for Learning</b><br><br><b>Identifying</b><br><i>A frog hops and jumps.</i><br><i>A fish swims.</i><br><br><b>Asking/answering</b><br><i>Can a rabbit swim?</i><br><i>How can a fish swim?</i> | <b>Language through Learning</b><br><br>Making statements<br>Asking questions |
| Learning Outcomes                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                            |                                                                               |
| By the end of this lesson learners will be able to: <ul style="list-style-type: none"><li>identify animal words in context</li><li>recognise the way animals move</li><li>understand how animals can move in different ways</li></ul>                                                                                                |                                                                                                                                                                                                            |                                                                               |

## CLIL Lesson PLAN

| TEACHING / LEARNING ACTIVITIES |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                           |                                                                                                     |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Time Inter                     | Stage – Procedures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Aims                                                                                                                                                                                                      | Scaffolding strategies                                                                              |
| 10 m<br>T-Ss                   | <p><b>Lead-in</b></p> <p>T writes the word <i>ANIMALS</i> on the board and asks students to say names of different animals. (SL 2)</p> <p>When they suggest an animal, T says “<i>Stand up. Show me how they move.</i>”</p> <p>In the meantime T. says<br/><i>Yes, a fish swims... A frog... jumps. Let's jump like a frog...</i><br/>(<i>swim, hop and jump, run, slither, walk</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                      | <p>To involve Ss in the topic and recall vocabulary</p> <p>To introduce the verbs related to movement</p>                                                                                                 | <p>Using gestures and miming the same actions (<i>jumping, walking, slithering</i>)</p>             |
| T-Ss<br>5 m                    | <p>Teachers shows them some actions (<i>swim, fly, slither, run, walk</i>) mimes the actions and asks students to copy. (SL 3)</p> <p>T asks, <i>Tell me an animal that can swim.</i> (eg. a fish),<br/><i>Tell me an animal that can fly.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>To reinforce vocabulary acquisition and let them have time to memorize the meaning of verbs</p>                                                                                                        | <p>Using gestures and visuals</p>                                                                   |
| 10 m<br>PW<br>T-Ss             | <p><b>Classifying</b></p> <p>T. puts the pupils in pairs and gives out the worksheet and tells the pairs to decide which animal they are going to mime.</p> <p>T. points to the animals of the worksheet and says “<i>Don't tell anyone.</i>”</p> <p>Then asks all the students to stand up and move around the classroom in their pairs miming the movement of their animal. No sound is allowed.</p> <p>After a few minutes say <i>STOP!</i> (SL 5)</p> <p>T points to one pair of students and asks: <i>What animals are they?</i></p> <p>Other Ss try to guess. It's not easy because one animal can make more than one movement.<br/>(<i>flying, swimming, jumping, slithering</i>).</p> <p>(SL 4-5)</p> <p>T explains that some animals can do more than one movement.<br/>(SL 6, 7)</p> | <p>To make them think how animals move</p> <p>To arouse Ss interest</p> <p>To allow Ss to move around and have a little fun</p> <p>To motivate Ss using a game</p> <p>To make sure Ss have understood</p> | <p>To use gestures to explain the task and giving an example myself</p> <p>Using visual support</p> |
| 10 minutes                     | <b>Thinking Task</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                           |                                                                                                     |

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| IW                               | T tells students to sit down and match the animals to the movements on the worksheet. (SL 8)                                                                                                                                                                                                                                                                   | To identify written words and consolidate form                                                          | Providing language of learning                                                 |
| T-Ss                             | T asks Ss to speak about this subject by asking them “ <i>Do you think polar bears can swim</i> ”? Students will be able to answer because T will show them a grid on the board to help them (SL 9)<br><br>T checks the worksheet with ss.                                                                                                                     | To give them time to speak and express their thoughts                                                   | Pause to enable thinking time and speaking time                                |
| 10 minutes                       | <b>Practice</b><br><br>T. asks: <i>Can a snake run? Can a fish fly? No.WHY?...</i><br>T waits and lets them look at the given pictures and they should find out for themselves. They can say “ <i>because it’s got wings</i> ”.<br>(SL 11-14)                                                                                                                  | To check understanding and create real meaning for the verbs                                            | Using visual support and giving them the language in written form on the board |
| Group work                       | T gives Ss a worksheet where they have put a tick (✓) or a cross (x) depending on what animals can or can’t do.<br><br>Each pair of students has to ask other pairs<br><i>Can a dolphin fly? Can a dolphin swim?</i><br>Here students are comparing their answers with each other and possibly discussing these answers. T monitors and helps when necessary.  | To compare information<br><br>To give them time to practise speaking and do the correction all together |                                                                                |
| 10 m                             | <b>Thinking Task</b><br><br>T shows them an image of water and air again and students should identify them and then she asks: <i>In the water animals...? Swim. And in the air animals...? Fly.</i> (SL 16, 17)<br>Then T asks them how animals can actually fly or swim. (SL 18). T gives them an example to make them think and make their next task easier. | To make them establish a relationship between the environment and the way animals move                  | Using a picture already labelled with parts of the body                        |
| T-Ss                             |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                         |                                                                                |
| PW                               | T gives them a handout where they have images and sentences to complete. T asks them to look at the pictures and try to complete the sentences.                                                                                                                                                                                                                | To observe and deduce meaning and then justify                                                          | Giving them the words so that they know what to write                          |
| T-Ss                             | Correction follows. (SL 20)                                                                                                                                                                                                                                                                                                                                    |                                                                                                         |                                                                                |
| Whole Class 5                    | <b>SUMMING UP</b><br><br>At the end and to sum up T shows them a diagram of the habitats and Ss have to complete it orally. (SL 21)                                                                                                                                                                                                                            | To recall the vocabulary learnt and check their understanding of the lesson                             | Using visuals                                                                  |
| <b>INSTRUMENTS OF ASSESSMENT</b> |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                         |                                                                                |

- Teacher monitors pair and individual activities
- Learners' participation in all tasks and activities
- Learners' interaction with the group
- Learners' successfully answering the questions
- Learners' complete of the tasks

#### Materials

Computer, projector and whiteboard, handouts (3), pens and whiteboard

#### NOTES

The beginning this lesson might be noisy because I'll ask them to move around. I'll have to pay attention and explain every task carefully so that they understand that they can't make a lot of noise.  
The verb that implies slithering might be done with an arm movement.  
They might have some difficulty in understanding the meaning of WHY and BECAUSE. If it's necessary I'll give more examples.