

Escola EB1 / JI
Estudo do Meio

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

Unit: “Animal world” - LESSON 3

LEVEL: 3th Grade

TIMING: 60 minutes

Aims		
- To recall previous knowledge (revision of what a habitat is) - To introduce some vocabulary related to food and animals - To make students aware of what they already know about animals' food - To teach how we classify animals according to their eating habits (carnivores, herbivores...) - To introduce the notion of food chain, producers, consumers and predators - To develop Ss' listening and speaking skills - To help learners understand that learning can be achieved in a second language		
Assessment Criteria		
Teacher, peer- and self-assessment processes will be used to assess how well learners: - identify what animals eat - classify animals according to what they eat - match definitions with words - understand what a food chain is by building one on their own - co-operate with his/her colleague - participate in all tasks and activities		
Teaching Objectives		
Content - The concept of food chain - Animals' eating habits - What producers, consumers and predators are in a food chain	Cognition - Classifying animals according to their eating habits - Understanding what a food chain is - Learning how to build a food chain - Comparing animals - Applying their knowledge by making their own food chain	
Culture		
- To understand that animals have their own way of life as we have - To respect differences		
Communication		
Language of Learning Key Vocabulary: Animals: spider, grasshopper, hawk, frog, rabbit, fox, goat, kangaroo, snake, pig, penguin, parrot, fish, whale, lion, bird, elephant, horse, zebra, polar bear, shark, camel, giraffe Food: meat, fish, grass, plants, insects, carnivore, herbivore, insectivore, omnivore, food chain, consumer, producer, predator	Language for Learning Identifying <i>Frogs eat insects.</i> <i>They are insectivores.</i> <i>I think lions eat meat.</i> Asking/answering <i>What do lions eat?</i> <i>Can a carrot eat a rabbit? No</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:

- classify animals according to what they eat (herbivore, carnivore, insectivore, omnivore)
- understand the concept of a food chain
- create their own food chain

CLIL Lesson PLAN

TEACHING / LEARNING ACTIVITIES

Time Inter	Stage – Procedures	Aims	Scaffolding strategies
5 m T	Lead-in T greets St. T starts by asking where animals live. Ss recall the definition of habitat. T asks them how animals can survive. T. waits for answers. Then says that FOOD is very important. (SL 1 – 6)	To remind them what they have learnt previously.	Pause to enable students' speaking time
5 m T-Ss	T asks Ss what animals eat. Some may say things like plants, meat. Then T tells them that it can be plants, meat or insects. (SL 7)	To involve Ss in the topic and remind them that they already know some information	Using visuals to make the vocabulary clear
10 minutes GW	Thinking Task T divides class in small groups and gives them a worksheet. They have to discuss in groups and find out what animals eat. (SL 8-9) T asks Ss to speak about this subject by asking them “ <i>Do you think snails eat meat?</i> ”? Students will be able to answer because T will show them a grid on the board to help them (SL 9) Feedback on the worksheet follows. (SL 10)	To cooperate while deciding To make them think what animals eat To give them time to speak and express their thoughts	Providing language of/for learning Pause to enable thinking time and speaking time
10 minutes T-Ss PW	Thinking Task T says again: <i>What do lions eat?</i> T gives them a multiple choice task. Ss have to choose between <i>plants, meat, insects</i> . (SL11-15) Now T says that animals can be classified into <i>herbivores, insectivores, carnivores and omnivores</i> . <i>But what's this?</i> T asks them to match these words with their definitions. T puts the flashcards on the board randomly and asks some students to match. T divides them into pairs and gives them a worksheet.	To check if they have understood To make them think by establishing a connection between the words and the food animals eat To check if they understood the	Visual aids

	Ss are asked to complete the diagram. (SL 17). T provides feedback when checking the worksheet with ss. (SL 18)	meaning of these new definitions	
10 m IW T-Ss Ss	<u>Introducing FOOD CHAIN</u> T asks <i>Who do you think eats who? Can a carrot eat a rabbit? (NO).</i> (SL 19-23) T explains that this is a FOOD CHAIN. <i>The carrot is food for the rabbit and the rabbit is food for the fox.</i> Hence the meaning of the arrows. T. explains what a food chain is and gives one example. (SL 24-26) Then T shows a picture of several food chains and asks Ss to explain who eats who. T gives them time to explain. (SL27) Then T introduces the notion of <i>producers, consumers and predators.</i> <i>Producers just produce food. They don't eat other plants or animals. Consumers eat. And the predator is at the top of the food chain.</i>	To make Ss think logically and apply what they already know as a fact. To teach new concepts and make sure they understand To apply what they have learnt	Giving them the visuals and the words T points to the arrows while explaining Giving thinking time
10m GW	Practice T divides class into 6 groups. T gives each group some pictures of animals. Then Ss are asked to build their own food chain. Teacher monitors work. Then asks Ss to put their food chains on the wall so that other Ss can see it. Ss are invited to explain their food chain. (SL 29)	To apply what they have learnt To cooperate with each other while doing the task	The pictures have words (e.g., <i>producer</i>) on it to help. Giving them a grid to help them speaking
10m IW	Further Practice T gives them a worksheet and now they have to draw arrows to make a food chain. (SL 30) T gives feedback (SL 40) At the end Ss are asked to draw and make their own food chain.	To apply what they have learnt To make sure that they have understood everything	
INSTRUMENTS OF ASSESSMENT			

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- 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

NOTES

Ss may find difficult to do all this in 1 hour. If more time is necessary, I'll stay there and complete the lesson plan.