

CLIL LESSON PLAN

CLIL PATHWAY: SCIENCE	LEVEL: 5th grade
CLIL MODULE: Ecosystems	CLIL TOPIC: Aquatic and Terrestrial Ecosystems
LESSON(S): 1 & 2	TIME: 90'
TEACHING AIMS	MATERIALS
<ul style="list-style-type: none"> - To identify the planets of the Solar System - To understand the main factors that influence life on earth - To differentiate between aquatic and terrestrial ecosystems - To match different living beings with their correspondent ecosystem 	<ul style="list-style-type: none"> - PPT on Aquatic and Terrestrial Ecosystems - Word flashcards with different living beings - Picture flashcards with different living beings - Evaluations worksheet - Pre-post-test
LEARNING OUTCOMES - 4Cs	
CONTENT	COGNITION
<ul style="list-style-type: none"> - Solar System - Aquatic Ecosystem - Terrestrial Ecosystem 	<ul style="list-style-type: none"> - <u>Identify</u> the planets of the Solar System - <u>Infer</u> by observation of pictures and <u>classify</u> different living beings according to their ecosystems - <u>Differentiate</u> different ecosystems - <u>Synthesize</u> knowledge and complete diagrams
CULTURE	COMMUNICATION
<ul style="list-style-type: none"> - Understand that different ecosystems/ regions in the world/ surroundings have different type of living beings - Identify ecosystems/ living beings from their own country/ surroundings - Develop self-awareness about the importance of respecting the environment 	<p>Language Function: Talking about aquatic and terrestrial ecosystems</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Solar system/ planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune), dwarf planet (Pluto), - Ordinal/ cardinal numbers - Atmosphere: mild temperature, ultraviolet radiation - Water: liquid state, freshwater, saltwater - Terrestrial/ Aquatic Ecosystems: soil, rock, air, microorganisms, river, estuary, puddles, forest, mountains, sea, field, desert, ... - Different living beings: ant, moss, fly, ... <p>Verb(s): Present simple, can, ...</p> <p>Language structure:</p>

- Instructions: match, find, choose, copy, write, ...
- Wh questions: - What living beings can we find in the terrestrial/ aquatic ecosystems?/ Where does the seal live? / Where can you find seals?)/ What animals live in freshwater?/ What is this living being?
- Prepositions: inner/ outer
- The 1st planet is ..., the 2nd planet is..., the 3rd planet ...

ACTIVITIES

Step 1 – To tune pupils into English

- Teacher /pupils greet each other in English.
- Pupils open the lesson /write the date on their Science notebooks in English.
- Teacher overhead projects the Solar System and elicits pupils to find the planet they live in.

Step 2 – Talking about the Solar System

- Using the same picture, and taking into consideration the position of the planets according to the sun, the Teacher asks pupils to name the planets in order, using the ordinal numbers.
- Afterwards, after revising -in- and -out-, activating priour knowledge, the Teacher elicits the planets that are in – between the Sun and Earth – and those that are outer.

Step 3 – Understanding the Planet they live in – whole class

- Teacher asks pupils to think/ identify the main factors that enable living things to exist on earth. According to each place characteristics, living things live in different ecosystems: terrestrial and aquatic.
- The Teacher overhead projects several pictures of different ecosystems and at the same time delivers randomly wordcards with the ecosystem names. Then asks pupils to come to the board and match/ stick the correct label with its ecosystem.

Step 4 – Applying knowledge

- Pupils are asked to draw 2 tables – one for the terrestrial ecosystem and other for the aquatic ecosystem. Under each one they have to identify/ classify the different ecosystems: soil, rocks, air, etc.
- At a second stage, the teacher shows different picture cards of living beings and invites pupils to observe and guess which living being go with each ecosystem: soil, fields, rocks, etc. and stick them on the overhead projected ecosystems, illustrating them. The remaining pupils write the names of the living beings, on their notebooks, under the correspondent ecosystem.
- Finally, the Teacher overhead projects other ecosystem pictures and pupils are invited to identify what living beings they can find there, double checking their learning.

Step 5 – To end lesson

- To wrap up the lesson and give some feedback to both teacher and pupils, they are invited to fill in an evaluation worksheet.

EVALUATION

- Completion of a pre-post-test
- Evaluation worksheet
- Classroom observation



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