



Generalitat de Catalunya
Departament d'Ensenyament

ANIMALS AROUND THE WORLD



Garona School

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Generació Plurilingüe (GEP)

Year 1

2018-2019





GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	Animals around the world
Course / year / age	4th grade
Timing	3 sessions/hours
Collaboration with	Science teacher
Short description of the session/s	The sessions are related to learn some aspects about the Animal Kingdom in the Science class. The main aim is to learn about kinds of animals and their features. At the end of the sequence, I want my students to be able to read, understand, select and classify the appropriate information.
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. <i>type of input,</i> 2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i> 3. <i>dynamic instructions with collaborative and cooperative activities,</i> 4. <i>materials used.</i> 	
S E S S I O N	<p>Activity 1</p> <p>The first sessions are aimed at introducing The animal Kingdom (invertebrates, vertebrates and basic information) and raise interest among the students. (Audiovisual input)</p> <p>Act 1: Watch a video. http://m.youtube.com/watch?v=8wT5dihdt4E</p> <p>The teacher can stop the video and ask children for any given vocabulary, to make children predict and to ask them some questions to check their comprehension (explicit, implicit, referential).</p>



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	Activity 2	After the video, brainstorming using Popplet App to classify animals. (Visual and written input)
S E S S I O N 2	Activity 3	Memory games: 1- Match animal pictures with their names. 2- Match features of animals with their groups. (Visual and written input)
	Activity 4	Students have two cards, one green for vertebrates and one blue for invertebrates. Teacher shows to students some animal pictures (power point) and they have to choose and raise the correct card. (Visual input) In this activity students review the classification that they have learnt in the previous sessions (recap).
	Activity 5	Think-pair-share. Animal parts odd one out worksheet. First, students circle the animal that is different and write why it is different. Then, students comment their answers in pairs. Finally, we do the activity in a big group and discuss the answers. (Written and spoken input). In the worksheet teacher gives them scaffolding support to attend different learning levels.
S E S S I O N 3	Activity 6	Rally Robin where students have to listing animals that we can find in the five groups of vertebrates. Students have 30 seconds for each group. (Spoken input)
	Activity 7	Jigsaw reading. Teacher makes 4 groups of 5 students. Each student has a number from 1 to 5. They have 5 different texts (mammals, fish, birds, reptiles and amphibians). First, they work in an expert group and then they return to their



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		original group and talk about all the texts. Finally, they play on Kahoot answering questions about different kinds of vertebrates. We use Kahoot as a recap activity to help students understand ideas and construct meaning.(Visual input).
In terms of academic content, what are the students learning and what are they learning to do?		<ul style="list-style-type: none">- The names and features of the invertebrates and vertebrates- Basic information about the vertebrates and invertebrates animals- Learning through games- Reading and understanding information- Selecting and classifying information
In terms of language, what are the students practicing or learning to do?		<p>Key vocabulary Vertebrates, invertebrates, mammals, reptiles, fish, amphibians, birds, eggs, lungs, scales, wings, legs, fur, backbone, cold-blooded, warm-blooded, feathers, beak, grasshopper,...</p> <p>Main structures Present simple of the verb "To be" Present simple tense "Can" "Have"</p> <p>Giving information <input type="checkbox"/> Describing an animal <input type="checkbox"/> Asking and answering questions</p>
In what way is this lesson plan a good example of		Because all the activities that students do, promotes collaborative and cooperative learning, there are different inputs and they attend different kind of intelligences and different learning levels.

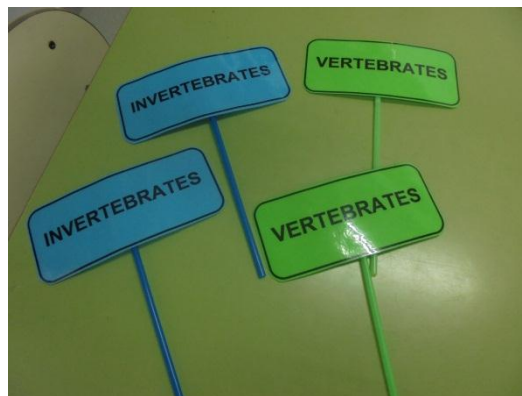


what we learnt in the GEP course session?																												
Other important information																												
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p><u>Activity 3 Memory game</u> Memory game where students have to match types of animals and their characteristics.</p> <table border="1" data-bbox="461 491 1615 1385"> <tr> <td data-bbox="461 491 750 639">They live in lakes, rivers and oceans.</td> <td data-bbox="750 491 1039 639">Their body is covered by scales.</td> <td data-bbox="1039 491 1328 639">They have fins.</td> <td data-bbox="1328 491 1615 639">They are warm-blooded.</td> </tr> <tr> <td data-bbox="461 639 750 788">Most of them have gills.</td> <td data-bbox="750 639 1039 788">They have eight legs.</td> <td data-bbox="1039 639 1328 788">They are cold-blooded.</td> <td data-bbox="1328 639 1615 788">Most of them lay eggs.</td> </tr> <tr> <td data-bbox="461 788 750 936">They have fur or hair.</td> <td data-bbox="750 788 1039 936">They produce milk.</td> <td data-bbox="1039 788 1328 936">They lay eggs.</td> <td data-bbox="1328 788 1615 936">They have two antennae.</td> </tr> <tr> <td data-bbox="461 936 750 1085">They have a backbone.</td> <td data-bbox="750 936 1039 1085">They are generally very small.</td> <td data-bbox="1039 936 1328 1085">They spin webs.</td> <td data-bbox="1328 936 1615 1085">Their body is covered by feathers.</td> </tr> <tr> <td data-bbox="461 1085 750 1233">They are called arachnids.</td> <td data-bbox="750 1085 1039 1233">They don't have a backbone.</td> <td data-bbox="1039 1085 1328 1233">They can live in wáter and on land.</td> <td data-bbox="1328 1085 1615 1233">They can fly.</td> </tr> <tr> <td data-bbox="461 1233 750 1382">They breathe through lungs.</td> <td data-bbox="750 1233 1039 1382">They live in water.</td> <td data-bbox="1039 1233 1328 1382">They have four legs.</td> <td data-bbox="1328 1233 1615 1382">They like jumping.</td> </tr> </table>				They live in lakes, rivers and oceans.	Their body is covered by scales.	They have fins.	They are warm-blooded.	Most of them have gills.	They have eight legs.	They are cold-blooded.	Most of them lay eggs.	They have fur or hair.	They produce milk.	They lay eggs.	They have two antennae.	They have a backbone.	They are generally very small.	They spin webs.	Their body is covered by feathers.	They are called arachnids.	They don't have a backbone.	They can live in wáter and on land.	They can fly.	They breathe through lungs.	They live in water.	They have four legs.	They like jumping.
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MAMMALS	MAMMALS	MAMMALS	MAMMALS
REPTILES	REPTILES	REPTILES	REPTILES
FISH	FISH	FISH	FISH
BIRDS	BIRDS	BIRDS	BIRDS
AMPHIBIANS	AMPHIBIANS	AMPHIBIANS	AMPHIBIANS
INSECTS	INSECTS	INSECTS	INSECTS
SPIDERS	SPIDERS	SPIDERS	SPIDERS





7



8



9



10



11



12



16



17

Think-pair-share worksheet

ANIMAL PARTS ODD ONE OUT

Circle the animal that is different and explain why it is different:

1. a) fish b) lizard c) bear d) snake

Bears haven't got scales.

2. a) polar bear b) fish c) cat d) beaver

3. a) cow b) dog c) cat d) spider

4. a) zebra b) snail c) jellyfish d) squid

5. a) whale b) dolphin c) giraffe d) shark





To explain your answers:

Subject	Verb	Features
They	haven't got	fur/ scales/ wings...
They	can't	fly / swim / run...
They	aren't	mammals / reptiles... vertebrates / invertebrates...

Activity 7 Readings

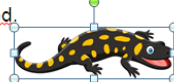
AMPHIBIANS



Amphibians are vertebrates, so they have backbones. They have slimy skins, not scales or fur. They have 4 legs.

Amphibians are always found near water. They live on land and water. Frogs, salamanders, newts and toads are the most common amphibians.

Amphibians breathe with gills when they are tadpoles and then with their lungs. Amphibians usually breathe air, but some of them can breathe through their skins! They are coldblooded.



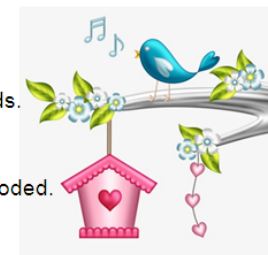
BIRDS

Birds are vertebrates, so they have backbones. They are the only kind of animal with feathers. Birds lay eggs. Usually they have got a nest for the eggs.

Birds have got two feet, a beak and wings. They can fly. Only a few birds, like penguins or ostriches can't fly.

Owls, eagles, chickens... are some common birds.

Birds breathe with their lungs. They are warmblooded.





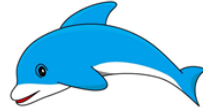
FISH

Fish are vertebrates, so they have backbones. They have scales like reptiles. They are cold-blooded.

Fish live in rivers, lakes, seas and oceans. Fish always need water to live. Salmon, swordfish and tuna are some common fish.

Fish have got gills to breathe air from the water. They haven't got arms and feet.

They have got lots of fins to help them swim.



MAMMALS

Mammals are vertebrates, so they have backbones. Mammals can be found all over the world, on land or in the sea. Dogs, cats, cows, monkeys and whales are mammals. People are mammals, too!

They are the only kind of animal with fur or hair. Most mammals have four legs and a tail. Some mammals have two arms and two legs.

Marine mammals that live in water, like whales or dolphins, have fins and a tail.

Mammals are born alive and drink milk. They breathe with their lungs. Mammals are warm-blooded.

Bats are the only mammals that can fly and whales and dolphins can swim.



REPTILES

Reptiles are vertebrates, so they have backbones. Reptiles have got scales. Some also have got shells. They have got 4 legs or no legs. Reptiles lay eggs.

Reptiles breathe with their lungs. Reptiles are cold-blooded. They like the sun, because it keeps them warm. If they get too cold, they could die.

Reptiles usually live in warm places, but some live in the water. Snakes, turtles, lizards, iguanas and alligators are some common reptiles.



Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...)	X



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2. The input presented is used to help learners understand ideas and construct meaning	X
3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	X
4. Students are helped in some way to understand , i.e. input is made comprehensible	X
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	X
6. The input and activities presented cater to multiple intelligences	X
7. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	X
8. A variety of collaborative learning strategies are used throughout the session.	X
9. At least one of the activities presented requires cooperation among students.	X
10. Students are explicitly taught how to work in groups (or pairs).	X



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11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	X
12. At least one ICT tool is used to promote digital collaborative learning .	X



GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	Animals around the world
Author	Núria Portolà and Miriam Cabré
Course / year / age	4th grade
Number of sessions	4 sessions
Collaboration with...	Science teacher
Main objectives of the sessions	<p>-Read short texts , understand and gather information.</p> <p>-Write an animal description following the 3 steps:</p> <ul style="list-style-type: none">1- Planification.2- Textualization.3-Revision.



Short description of the sessions	<p>The sessions are related to learn some aspects about the Animal Kingdom in the Science class.</p> <p>The main aim is to learn about kinds of animals and their features. At the end of the sequence, I want my students to be able to read, understand, select and classify the appropriate information, write an animal description. Also students take part of their learning process doing coevaluation and self-evaluation.</p>

<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i> 2. <i>type of support,</i> 3. <i>readings and writings planned,</i> 4. <i>assessment tools</i> 5. <i>materials used</i> 		Timing	
S	Activity 1	<p>Dictogloss (writing activity): Students are in groups of 4. The teacher reads the text about animals twice. Each student takes notes about it. Then the teacher gives them a set of pictures related to the text and they rewrite the text.</p>	55'
E			



S S I O N 1			
S E S S I O N 2	Activity 2	<p>Graphic organizer (Reading and writing): Students work in groups of 4. Each group has a text about a kind of vertebrate animals. Before reading First, the teacher shows them the 5 texts in the PDI and they talk about which kind of text it is, what can they see, they make hypothesis about the text and they explain which knowledge they have.</p> <p>During reading They read the text together and they have to discuss about which information they have to select.</p> <p>After reading They complete the graphic organizer with the information selected. Before, the teacher shows them an example of how she would do it.</p>	55'



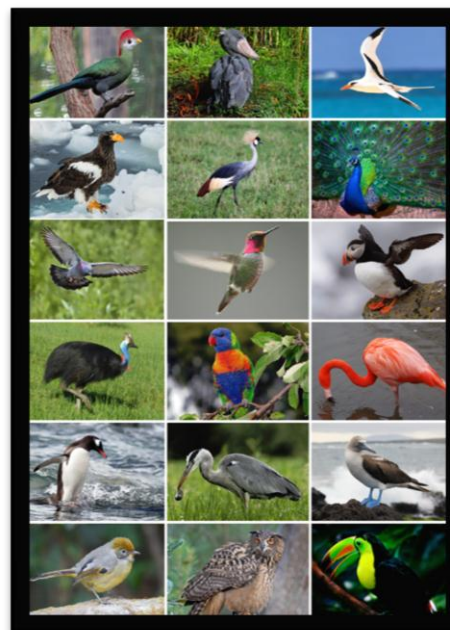
	Activity 3	When they've got their graphic organizer done, they start to complete their planning to write the text next.	
S E S S I O N 3	Activity 4	Students revise their planning and write their texts.	55'
	Activity 5	Students revise their texts using the checklist and go to the Canvas tool to make their final presentation.	
S E S S I O N 4	Activity 6	Each group shows and read their animal descriptions and they evaluate their classmates' descriptions with the reading aloud rubric.	55'
In terms of academic content, what		<ul style="list-style-type: none">- The names and features of the invertebrates and vertebrates- Basic information about the vertebrates and invertebrates animals	



are the students learning and what are they learning to do?	<ul style="list-style-type: none">- Reading and understanding information- Selecting and classifying information	
In terms of language, what are the students practicing or learning to do?	<p>Key vocabulary Vertebrates, invertebrates, mammals, reptiles, fish, amphibians, birds, eggs, lungs, scales, wings, legs, fur, backbone, cold-blooded, warm-blooded, feathers, beak, grasshopper,...</p> <p>Main structures Present simple of the verb "To be" Present simple tense "Can" "Have" "Live" "Eat"</p> <p>Giving information <ul style="list-style-type: none">- Describing an animal</p>	
In what way is this lesson plan a good example of what we learnt	<p>Because all the activities that students do, promotes collaborative and cooperative learning, there are different inputs and they attend different kind of intelligences and different learning levels.</p>	



in the GEP course session?		
Other important information		
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p>Activity 1 Dictogloss</p> <p style="text-align: center;"><u>DICTOGLOSS</u></p> <p>Animals are classified into two main groups: vertebrates and invertebrates.</p> <p>Vertebrates have a backbone.</p> <p>Invertebrates don't have a backbone.</p> <p>We can classify invertebrates in: mollusks like snails, worms, arthropods like spiders and cnidarians like jellyfish.</p> <p>On the other hand, Vertebrates can be classified in five groups: mammals, birds, fish, amphibians and reptiles.</p>	







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	Activity 2 Reading texts	
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PARROT

Parrots live in tropical areas.
 They are often brightly coloured.
 They have curved bills, strong legs, clawed feet and big wings with colourful feathers.
 They can fly, copy sounds that they hear in their environment or human words and laughter.
 They are omnivores. They eat nuts, flowers, seeds, insects.



IMPORTANT WORDS

Bills: beaks
Clawed: curved nails 
Environment: habitat

FUN FACT
 Some species are known for imitating human voices.

LIONS

Lions live in the savannah of Africa.

Lions are big and strong. They are brown. They have got a mane, whiskers, a long tail, four legs and big teeth.

They can run fast, jump and can sleep until 20 hours a day.

Lions are carnivores, they eat animals like zebras, gazelles...



IMPORTANT WORDS

Mane: long hair on the neck of a male lion.
Savannah: flat grassy land with few trees
Carnivore: meat-eater

FUN FACT:
 A lion's roar can be heard from 5 miles away!



CLOWNFISH

Clownfish live in the Indian and Pacific Oceans and the Great Barrier Reef of Australia.

They are orange and white.

They are small and lively.

They have got fins, scales and a tail.

They can swim very fast and hide in the Anemone.

Clownfish are omnivores. They eat algae, plankton, worms and small crustaceans.



FUN FACT
Females lay around 1000 eggs, the male will guard the eggs.

IMPORTANT WORDS

Reef: coral

Anemone: a colourful plant 

Omnivores: eat plants and animals

TURTLE

Turtles live both in water and on land.

They are brown.

They are large and heavy.

They have got a shell, four strong legs and a short tail.

They can move very slow and see in color, specifically red, yellow and orange.

Some turtles are carnivores, others are herbivores and some are omnivores.


It depends where it lives.



FUN FACT
Turtle's shell is made up of over 50 bones.

IMPORTANT WORDS

Land: the surface of the earth that is not covered by water.

Shell: the hard protective outer case of a mollusk or crustacean. 

Bones: one part of the skeleton.



FROG

Frogs live all over the world, and in every climate, except Antarctica.

They are green, brown and other colours.

They are small and amazing.

They have got very powerful back legs, webbed feet, big eyes, big mouth and a long tongue.

They can swim and jump high.

Frogs are carnivores. They eat flies, mosquitoes, mice...



FUN FACT

Frogs don't drink water they absorb it through their skin.

IMPORTANT WORDS

Webbed: its toes are connected by a membrane to help it when swimming.

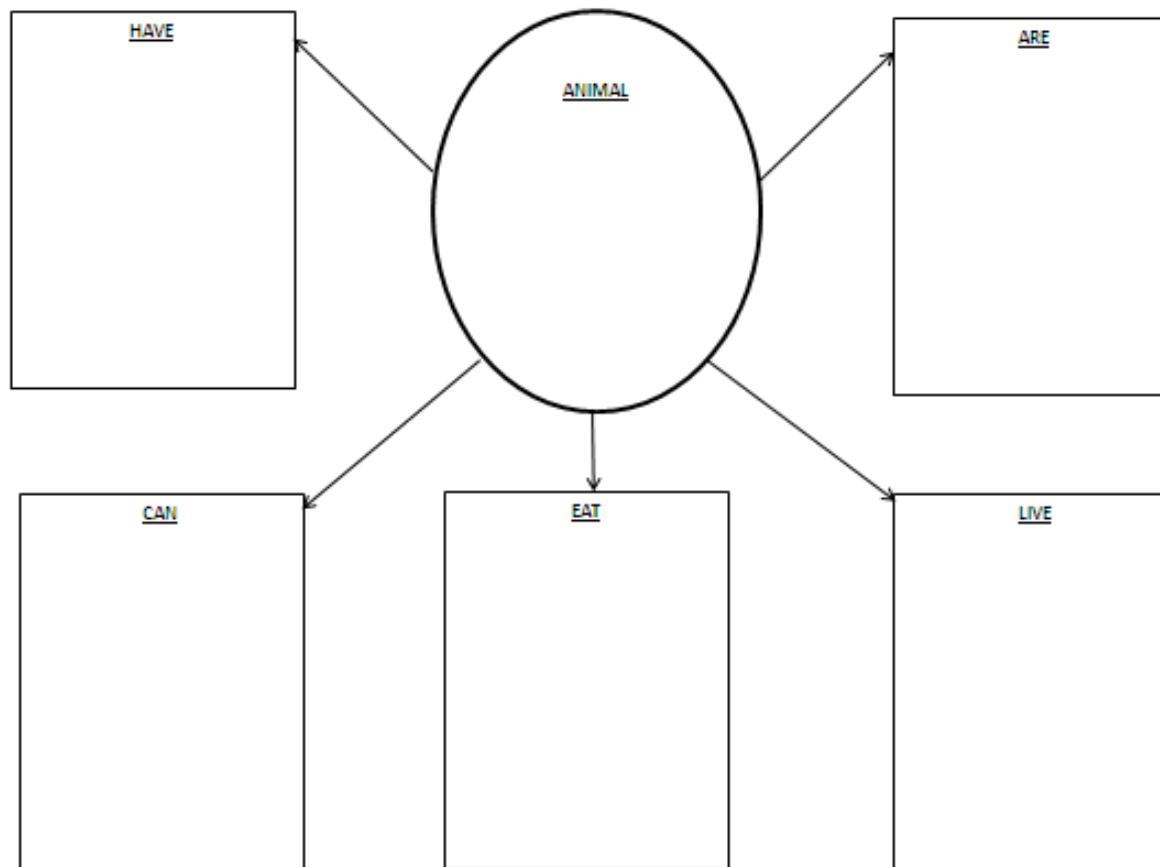
Skin: the external covering of body.

Mice: plural form of mouse.



Activity 3 Graphic organizer

GRAPHIC ORGANIZER





Activity 4 Writing

Write a description about your animal using canvas tool and then show it to your classmates.

PLAN BEFORE YOU WRITE YOUR DESCRIPTION

DRAW OR PASTE A PICTURE OF THE ANIMAL

WHERE DOES IT LIVE?



WHAT DOES IT LOOK LIKE?



THINK ABOUT...

COLOUR:

SIZE:

PARTS OF THE BODY:

WHAT CAN/ CAN'T IT DO?

CAN:

CAN'T:

WHAT DOES IT EAT?

HERBIVORE:

CARNIVORE:

OMNIVORE:



Writing support

It lives _____.

(place where it lives)

It's _____ and _____.

(colour)

(size)

It has got _____ .

(number)

(adjective)

(body part)

It can _____.

(action)

It eats _____.

(seeds, meat, leaves, insects...)

Activity 5 and 6



WRITING CHECKLIST

We pasted or drew a picture of the animal.

We wrote where it lives.

We wrote about:

colour:

size:

parts of the body



We wrote what can/can't it do.

We wrote what it eats.

Each sentence starts with a capital letter.

We used punctuation correctly.






We checked our spelling.

Our work is neat and easy to read.

We read our text, and it makes sense.



READING ALOUD RUBRIC

	1	2	3	4
VOLUME 	Too soft, can't hear at all.	Can hear, but not loud enough.	Loud enough and we can all hear perfectly.	Volume was perfect and added increases for emphasis.
CLARITY 	Could not understand.	Hard to understand all the words.	Pronounced all the words correctly.	There was an extra crispness to the pronunciation.
FLUENCY 	Choppy, needed to stop and figure out words.	Stopped now and then to work on a word.	Smooth like a river. Knew every word!	Flowed faster or slower depending on the text.
EXPRESSION 	Didn't change voice at all: monotone.	Didn't change voice very much.	Changed their voice to make it interesting the whole time.	Sounded very professional!
POSTURE 	Held the sheet in front of their face. Did not stand tall.	Sometimes held the sheet too high, sometimes stayed tall.	Held the sheet properly and stood tall all the time.	Moved comfortably during the reading, not stiff.



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Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	X
2. Before-, during- and after- reading activities are prepared.	X
3. The materials use visuals to support comprehension.	X
4. The writing process takes place in joint collaboration with the teacher (modelling)	X
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	X



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6. The teacher uses different strategies to help students throughout the process of reading and writing	X
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	X
8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	X
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	X