

The Animal Kingdom & Endangered animals



Galileo Galilei School

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Generació Plurilingüe (GEP)

Year 1

2018-2019



TASK 1

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	THE ANIMAL KINGDOM
Course / year / age	3rd grade
Timing	2 sessions (1 hour 30 minutes each session).
Collaboration with	-
Short description of the session/s	<p>The lesson we will present is part of the unit titled <i>The animal Kingdom</i>, which is aimed at students in 3rd Grade, 2nd Cycle of primary (cicle mitjà). This unit will be focused on vertebrate and invertebrate animals and it will be developed in 12 lessons. Throughout the unit, the students will learn about the classification of vertebrate and invertebrate animals and its main characteristics.</p> <p>This unit is divided in different lessons according to its contents:</p> <ul style="list-style-type: none"> • Lesson 1: Classify animals • Lesson 2: Vertebrates • Lesson 3: Invertebrates • Lesson 4: Vertebrates and invertebrates • Lesson 5: Endangered animals <p>The lesson we will be focusing on, is <i>Vertebrates</i>. The students will revise the vocabulary and main characteristics of vertebrates in a cooperative way. Methodologically, this lesson is based on interactive and cooperative learning where the students share their knowledge and help each other. The students have an active role in their learning process. The lesson plan is very dynamic and engaged for students with different resources like a video, a kahoot activity and others.</p> <p>In session 1, we will introduce the session through a Concept cartoon in order to review the students' knowledge about vertebrates. After that, the students will watch a video about the different groups of vertebrates and their main characteristics in order to answer an initial question. Finally, we will make an expert corner activity.</p>



In session 2, we will do a short game about vertebrates in groups and then, we will do a folded sheet with the main characteristics of each group of vertebrates in a cooperative way.

The descriptions of the activities below should contain:

1. type of input,
2. questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement
3. dynamic instructions with collaborative and cooperative activities,
4. Materials used.

S E S S I O N 1	Activity 1	<p>❖ Warm-up:</p> <p>We will introduce the lesson through a Concept cartoon. In the Concept cartoon appears some children in the zoo giving their opinions about penguins (see annex 1). In order to encourage the students to participate and give their opinions about the topic we will ask them a question “Are penguin’s birds or fishes?”, “What do you think about?”, “Why”?</p> <p>The students have to discuss about the information given, expose and defend their own ideas and finally try to reach an agreement all together. We will provide students some language support to help them to expose their ideas (see annex 2).</p> <p>The Concept cartoon allows them to review their knowledge about vertebrates.</p>
	Activity 2	<p>Then, we will see a video about how do we classify vertebrates to help their understanding. After watching the video, we will ask them again the initial question about penguins “Are penguin’s birds or fishes?”</p> <p>(https://jr.brainpop.com/science/animals/classifyinganimals/) (see annex 3).</p>
	Activity 3	<p>After watching the video about how do we classify vertebrates, we will make groups of 5 using the App <i>Instant Classroom</i>. This is a collaborative activity, so students will have to help each other.</p> <p>Each group of students will become an expert of one group of vertebrates (mammal, reptile, fish, bird and amphibian). First, they have to read carefully the information card about their group of vertebrates (see annex 4). Once they have understood all the</p>



		<p>information they can start to do their foldable about their group of vertebrates all together, helping each other.</p> <p>In order to do it, I will give the students a worksheet with the main characteristics of vertebrates and the animal's pictures (<i>see annex 5</i>). Each group have to discuss/ argue about which characteristics belong to their group of vertebrates and then stick it inside the foldable.</p> <p>When all the groups will finish, the students will be mixed again forming five new groups using the <i>App Instant Classroom</i>. In each group, there will be an expert from the previous groups.</p>
S E S S I O N 2	Activity 4	<p>❖ Warm-up: We will show the students some vertebrate pictures and in groups they have to classify them (<i>see annex 6</i>).</p>
	Activity 5	<p>In this session, the experts have to share their information with the students of the new group and complete the vertebrates foldable all together. In the front of the foldable will be the pictures of the different groups of vertebrates with their corresponding names (mammal, reptile, fish, bird and amphibian) and inside the foldable will be the main characteristics of each group of vertebrates (<i>see annex 5</i>). This is a cooperative activity; each student will be an expert of a group of vertebrates.</p>
	Activity 6	<p>We will do a kahoot activity (<i>see annex 7</i>) in groups about the main characteristics of vertebrates in order to review the contents.</p>
	In terms of academic content, what are the students learning and what are they learning to do?	<p>By the end of these two sessions, students should be able to:</p> <ul style="list-style-type: none"> ❖ Identify and distinguish the different types of vertebrates: mammals, reptiles, fish, amphibians and birds. ❖ Identify and know the main characteristics of each group of vertebrates. ❖ Classify vertebrates according to their main characteristics. ❖ Differentiate between oviparous and viviparous animals. ❖ Distinguish between carnivores, herbivores and omnivores animals.
	In terms of language, what are the students practicing or learning to	<p>Language of learning:</p> <ul style="list-style-type: none"> ❖ <u>Key vocabulary</u>: vertebrate, backbone, internal skeleton, mammal, fish, bird, reptile, amphibian, viviparous, live babies, oviparous, lay eggs, hair or fur, live, water, land, different habitats, rivers, lakes, oceans, herbivores, carnivores, eat, plants,

do?

meat, walk, run, fly, swim, scales, shells, fins, moist skin, feathers, wings, legs, beak and animals (horse, eagle, frog, turtle, fish, crocodile, bird, salamander, penguin, shark, lion, snake).

❖ Main structures:

- This is a
- It is...
- It has got / It hasn't got...
- It is carnivore, herbivore or omnivore.
- It is viviparous or oviparous.
- It lives in
- The ... is a/an ...
- I think a/an is a vertebrate
- In my opinion...
- I'm agree... I'm not agree
- Yes, it is / No, it isn't
- It has got backbone and internal skeleton.
- It hasn't got backbone and internal skeleton.

Language for learning:

- ❖ Classroom language.
- ❖ Language support.
- ❖ Answering questions related to prior knowledge: *What animals can you see in the picture? How do we classify vertebrates? Are penguins birds or fishes?*
- ❖ Answering questions checking for comprehension.
- ❖ Discussing (*I think...*, *In my opinion...*).
- ❖ Explaining /arguing facts.
- ❖ Listening for instructions (*Open up, take, cut...*).
- ❖ Following instructions.

Language through learning:

- ❖ The language used by the teacher to control, correct and encourage pupils.
- ❖ The language used to answer questions that appear in the lesson.
- ❖ The language students may use to formulate their ideas or give their opinion.
- ❖ Language to carry out worksheets and oral tasks.
- ❖ Language from seeing videos.



<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>It's a good example because they can work collaborative and cooperative in groups to solve different challenges. We have presented them various visual inputs also to make the activities more understandable.</p>
<p>Other important information</p>	
<p>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</p>	<ul style="list-style-type: none"> - ANNEX 1: Concept Cartoon about vertebrates (the image is from <i>Creative Common</i> website https://www.shutterstock.com/es/image-illustration/cartoon-zoo-amusement-park-illustration-children-180711623). - ANNEX 2: Language support slide. - ANNEX 3: "How do we classify vertebrates?" video https://jr.brainpop.com/science/animals/classifyinganimals/ - ANNEX 4: "Vertebrate's information cards. - ANNEX 5: "The vertebrates' foldable with pictures, vocabulary and the main characteristics of each group of vertebrates. - ANNEX 6: <i>Classifying vertebrate's</i> game (all the images are from <i>Creative Common</i> website). - ANNEX 7: "Vertebrate's kahoot. https://play.kahoot.it/#/k/96529818-b892-4605-ae9a-bb7ac71ee90f



ANNEX 1




Template adapted from CLIL-SI 2015.


More information at: <http://grupsderecerca.uab.cat/clilsi/>





ANNEX 2





I'm agree. 

I'm not agree. 

I think that... 

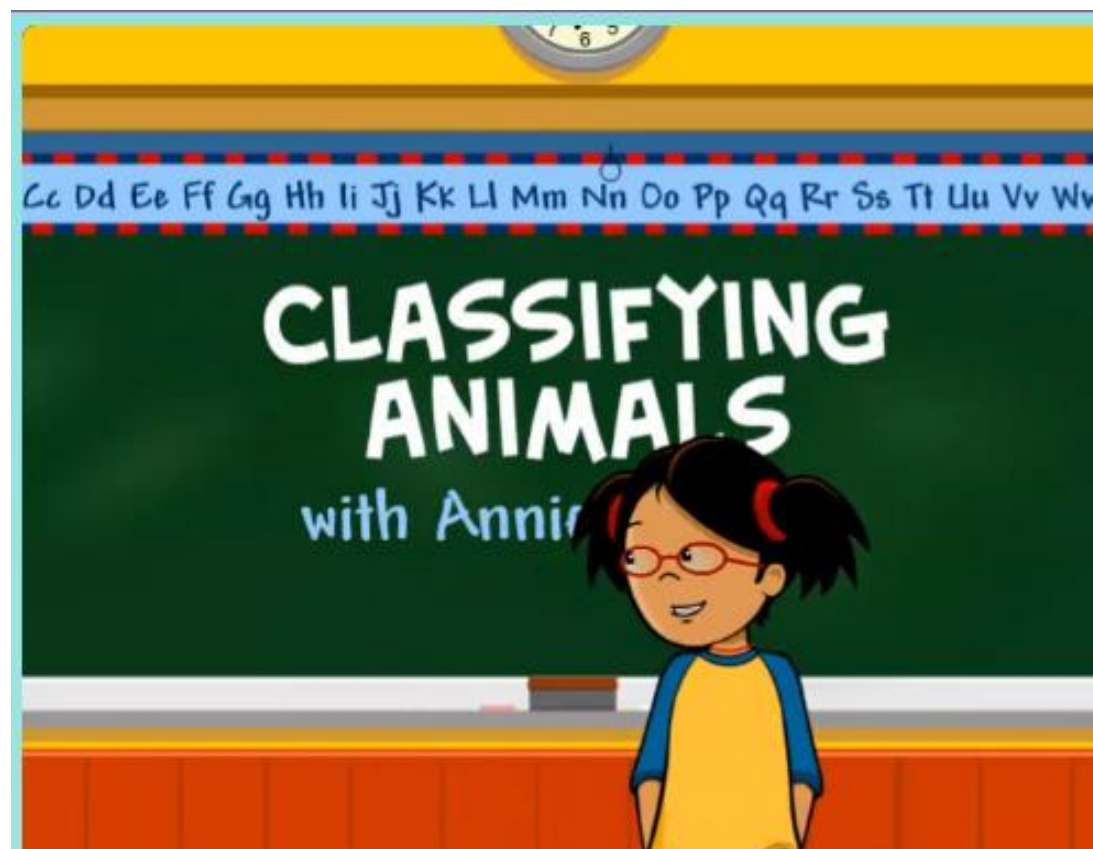
In my opinion... 

<p>I think that</p> 	<p>a penguin</p>	<p>is</p>	<p>a bird</p>	<p>because</p>	<p>It has got...</p>
<p>In my opinion...</p> 	<p>isn't</p>	<p>a mammal</p>	<p>a fish</p>	<p>because</p>	<p>It hasn't got...</p> <p>It can...</p>



ANNEX 3

“How do we classify vertebrates?” Video <https://jr.brainpop.com/science/animals/classifyinganimals/>



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VERTEBRATE'S ANIMALS

ANNEX 4

MAMMALS

Mammals have **bones** or **internal skeleton**.



They are **viviparous** and have live babies who drink mother's milk.



Mammals have got **hair** or **fur**.



Mammals can be **herbivores** (eat plants), **carnivores** (eat meat) or **omnivores** (eat plants and meat).

Mammals **move** in different ways. They can walk, run, fly, swim or jump.

They **live** in **different habitats** (desert, sea, jungle...).

ANNEX 4

REPTILES

Reptiles have **bones** or **internal skeleton**.
turtles are reptiles.



Snakes, crocodiles and

They are **oviparous**, they born from eggs.



They lay eggs on dry land.

Some reptiles have **scales**



and some have **shells**.



Most reptiles are **carnivores** but some of them are **herbivorous**.

They live in **land** and in **water**.

AMPHIBIANS

Amphibians have **bones** or **internal skeleton**.
amphibians.



Frogs, salamanders and toads are

They are **oviparous**, they born from eggs.



They lay eggs in water.

Amphibians have **moist skin**.



Most amphibians are **carnivores** (eat insects and other animals).

They can live in **water** and on **land**.

ANNEX 4

BIRDS



Birds have **bones** or **internal skeleton**.
are birds.

Flamingos, eagles, parrots and penguins



They are **oviparous**, they born from eggs.

Birds lay eggs with hard shells.

Birds have **feathers, wings, two legs** and a **beak**.



Birds can be **herbivores** (eat plants), **carnivores** (eat meat) or **omnivores** (eat plants and meat).

Most birds can **fly**.


They **live** in **different habitats**.

ANNEX 4

FISH

Fish have **bones** or **internal skeleton**.  Sharks and tunas are fish.

They are **oviparous**, they born from eggs . They lay soft eggs in water.

Fish have **scales**  and **fins**. 

Fish can be **herbivores** (eat plants), **carnivores** (eat meat) or **omnivores** (eat plants and meat).

They **live** in **rivers, lakes and oceans**. 

ANNEX 5



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



ANNEX 5

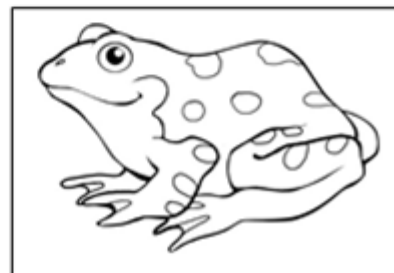
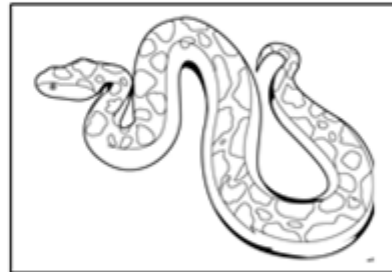
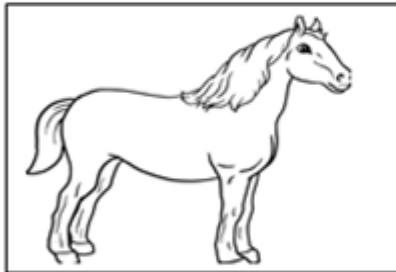
Mammal

Bird

Fish

Reptile

Amphibian



ANNEX 5

It has got **scales** and **fins**.

It has got **feathers**, **wings**, **two legs** and a **beak**.

It has got **scales** or a **shell**.

It is **oviparous**, it born from an egg. It **lays** eggs.

It is **viviparous** and has live babies who drink mother's milk.

It lives in **rivers**, **lakes** and **oceans**.

It is **carnivore**.

It can be **herbivore**, **carnivore** or **omnivore**.

It can be **carnivore** or **herbivore**.

It is **oviparous**, it born from an egg. It **lays** eggs.

It has got **hair** or **fur**.

It can live in **water** and on **land**.

It lives on **land** and in **water**.

It is **oviparous**, it born from an egg. It **lays** eggs.

It has **moist skin**.

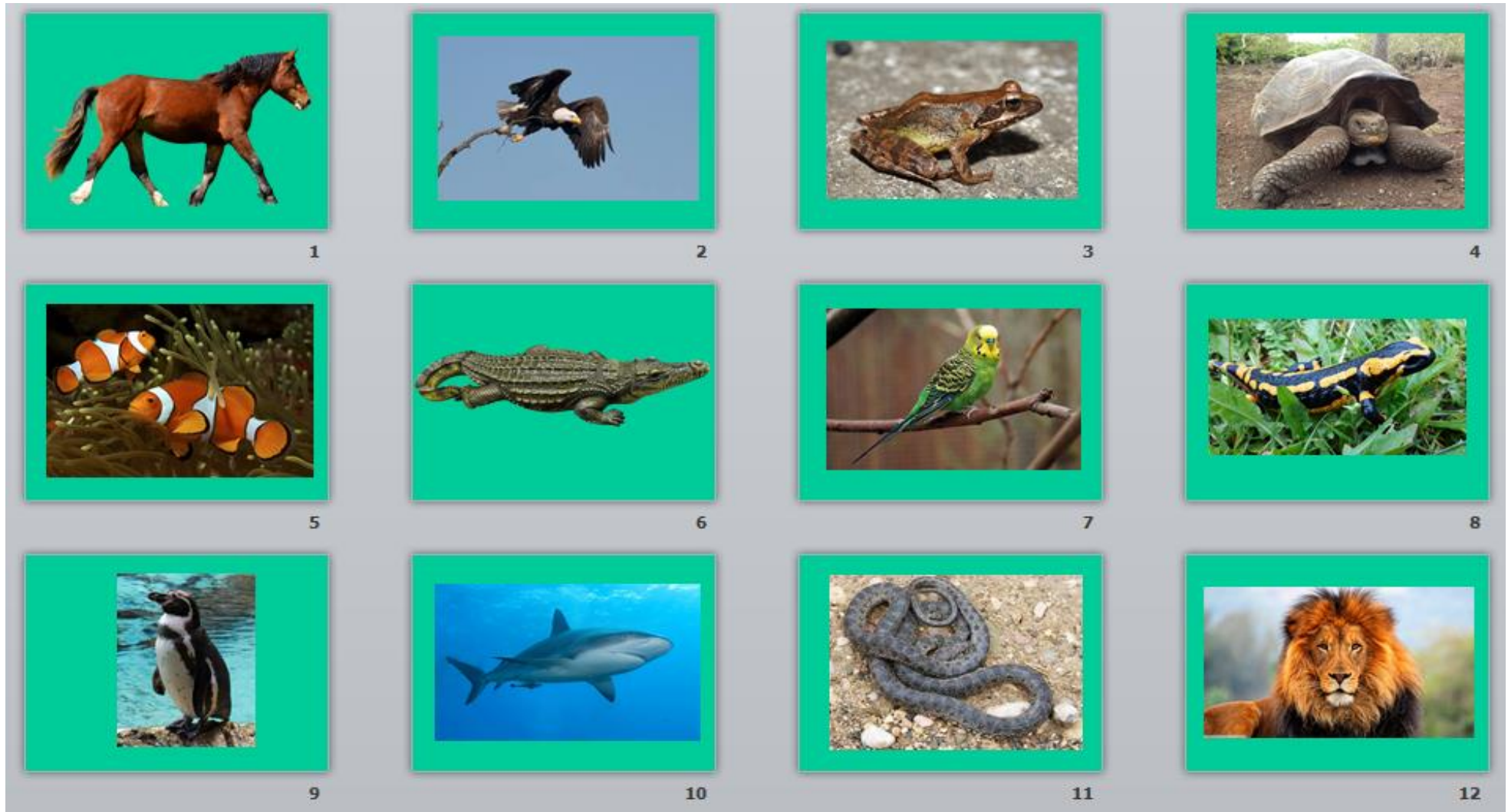
It is **oviparous**, it born from an egg. It **lays** eggs.

It can be **herbivore**, **carnivore** or **omnivore**.

It lives in **different habitats**.

ANNEX 6

Classifying vertebrate's game.



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



ANNEX 7

<https://play.kahoot.it/#/k/96529818-b892-4605-ae9a-bb7ac71ee90f>

Kahoot!

Vertebrates

This activity is a review of the main characteristics of vertebrates. It is created for 3rd grade students.

Created by: Laureta_ Language: English Audience: School

Plays Players Shares Favorites

1. How do we classify vertebrates?
2. Which vertebrates have got scales or a shell?
3. Which vertebrates have got scales and fins?
4. Which vertebrates have got moist skin?
5. Which vertebrates have got hair or fur?
6. Which vertebrates have got feathers, wings, two legs and a beak?

PLAY ▶

Like 0 Tweet Guardar

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



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...)	YES
2. The input presented is used to help learners understand ideas and construct meaning	YES
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.	YES
4. Students are helped in some way to understand , i.e. input is made comprehensible	YES
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	YES
6. The input and activities presented cater to multiple intelligences	YES

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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...	YES
8. A variety of collaborative learning strategies are used throughout the session.	YES
9. At least one of the activities presented requires cooperation among students.	YES
10. Students are explicitly taught how to work in groups (or pairs).	YES
11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	YES
12. At least one ICT tool is used to promote digital collaborative learning .	YES



TASK 2

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	Endangered animals
Author	Laura Alonso
Course / year / age	3 rd grade (9 years old)
Number of sessions	2 sessions (1 hour per session)
Collaboration with...	
Main objectives of the sessions	<ul style="list-style-type: none"> • To recognise different endangered animals. • To use the concepts and vocabulary learnt in the unit. • To read and understand a text about endangered animals. • To write a text about endangered animals using the concepts and vocabulary learnt in the unit. • To understand the importance of protected animals.
Short description of the sessions	<p>During this term students have been working on different aspects of The Animal Kingdom such as: vertebrates and invertebrates, animal description, habitat, reproduction and nutrition. These two sessions will be the final project of the unit. Pupils will have to use all the concepts learnt to read and finally write a text about an endangered animal.</p> <p>In session 1, we will first remember the vocabulary and contents. Then, students will do a running dictation activity.</p> <p>In session 2, students will write a text about an endangered animal and then they will assess the texts.</p>



Sessions			Timing
S E S S I O N 1	Activity 1	Warm up: during this term students have been working on different aspects of The Animal Kingdom. We will start this session with an oral animal description in order to review the vocabulary and structures that we have already worked. The teacher will describe an animal and the students have to guess what animal is it. Then, some student will describe another animal.	10'
	Activity 2	This is a collaborative activity we will use as a warm-up to introduce the next activity. Students will sit in groups of 4. Each group will have an envelope with some information about an endangered animal. This is a matching activity where students of each group have to read all the information and then match the text with its appropriate title. The aim of this activity is that students identify and understand the different parts of a text (see <i>annex 1</i>). Finally, we will correct the activity all together on the blackboard to check they have understood.	10'
	Activity 3	Students will sit in groups of 4 (they already are) and will assign different roles to the members of the group in order to do a cooperative activity. In this activity, there will be two runners, a secretary, and a speaker. Outside the classroom there will be several texts hanging on different walls of the corridor (see <i>annex 2</i>) each group will have a worksheet with missing information about several endangered animals (see <i>annex 3</i>). Each group will have to fill their worksheet about their endangered animal. <i>Runners</i> will go outside the class and will read the text, find the missing information and come back to the classroom to dictate it to the <i>Secretary</i> . The students will have a time limit to complete the exercise (we will use the <i>Online Stopwatch</i> on the whiteboard). Once all groups have finished the <i>Speakers</i> will read the text to the other groups which has to guess the name of the endangered animal.	40'
S	Activity 4	On the second session, we will first remember the texts from the previous day about endangered animals using language support on the digital board. We will make them notice the structure of the texts and also will give them some guidelines and language support to write their own text (see <i>annex 4</i>).	15'

E S S I O N 2	Activity 5	Now that the students have the instructions, the information and language support, each group have to write a text about their endangered animal in a collaborative way (see <i>annex 4 and 5</i>). Each student of the group will write a part of the text with the help of the others members of the group. Each group will have a language support chart (see <i>annex 4</i>) and the endangered animal reading poster if they needed (see <i>annex 2</i>).	25'
	Activity 6	Once all the groups have finished the texts, they will give their text to another group. So, each group will assess the text of another group and will fill a rubric. Once they are finished, they will return the text and the rubric to their authors, who will also have a look and finally hand it to the teacher (see <i>annex 6</i>).	20'
In terms of academic content, what are the students learning and what are they learning to do?	<ul style="list-style-type: none"> - Identify the different parts of a text. - Use the concepts and vocabulary learnt in the unit to describe an animal. - Understand a text about an animal description. - Use the concepts and vocabulary learnt in the unit to write a text about an animal. - Assess their classmates. 		
In terms of language, what are the students practicing or learning to do?	<p><u>Language of learning:</u></p> <p><u>Key vocabulary:</u> endangered, extinct, danger, hunt, kill, vertebrate, invertebrate, backbone, internal skeleton, mammal, fish, bird, reptile, amphibian, arthropods (crustaceans, arachnids, myriapods, insects), mollusks, echinoderms, sponges, annelids, cnidarians, herbivores, carnivores, omnivores, eat, plants, meat, viviparous, live babies, oviparous, lay eggs, live, water, land, different habitats, rivers, oceans, hair or fur, scales, shells, fins, claws, antennae, moist skin, feathers, wings, legs, beak, spiny skin, animals: turtle, frog, starfish, panda, tiger, sponge, jellyfish, spider, snail, beetle, butterfly, coral...</p> <p><u>Main structures:</u></p>		

	<p>This is a</p> <p>It is ...</p> <p>The ... is a/an</p> <p>I think a/an..... is a</p> <p>It lives in</p> <p>It has got.... / It hasn't got....</p> <p>It's small / big / soft / moist....</p> <p>It has got/ hasn't got backbone and internal skeleton.</p> <p>It is in danger of becoming extinct because.....</p> <p>Is the.....?</p> <p>Yes, it is / No, it isn't</p> <p>Language <u>for</u> learning:</p> <ul style="list-style-type: none"> - Classroom language. - Asking and answering questions. - Expressing feelings: <i>I like/don't like/It's my favorite</i> - Explaining: <i>because...</i> - Expression opinion: <i>I think/ in my opinion...</i> - Following guidelines to write a text. <p>Language <u>through</u> learning:</p> <ul style="list-style-type: none"> - The language used by the teacher to control, correct and encourage pupils. - Language to carry out the different activities. - The language used to answer questions that appear in the middle of the lesson. 	
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<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>This lesson plan is a good example of what we learnt in the GEP course because I have implemented some of the activities that I have learnt like <i>Running dictation</i> or a collaborative writing. I also try to present them different visual inputs to make the activities more understandable. As well as this, I use the rubric assessment tool in order to involve the students in their own learning process.</p>	
<p>Other important information</p>		
<p>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</p>	<ul style="list-style-type: none"> - ANNEX 1: Matching activity. - ANNEX 2: Reading texts about endangered animals (posters). All the images are from <i>Creative Commons</i>. - ANNEX 3: Running dictation worksheet. - ANNEX 4: Language support slide. - ANNEX 5: Writing. - ANNEX 6: Rubrics (Assessment tools). 	



Self-assessment checklist

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

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8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	YES
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	YES



ANNEX 1 ACTIVITY 1 .

WHERE IT LIVES?

The Siberian tiger is **carnivore**. It eats different **animals** such as deer, bears, rabbits or fish.

DESCRIPTION

Siberian tigers **live in the forests** of China, North Korea and Russia. Unfortunately, **there are only** about **500** Siberian tigers left in the wild.

REPRODUCTION

The Siberian tiger is **viviparous** and has live **babies** who drink mother's milk.

WHAT IT EATS?

The Siberian tiger is a **vertebrate**. It is a **mammal**. It is **orange, black and white**. It has got thick **fur** to protect them from the cold climate.



ENDANGERED

The Siberian tiger is in danger of becoming extinct because people hunt and kill tigers to sell their fur for money.

SIBERIAN TIGERS

WHERE IT LIVES?

Siberian tigers live in the forests of China, North Korea and Russia. Unfortunately, there are only about 500 Siberian tigers left in the wild.



DESCRIPTION

The Siberian tiger is a vertebrate. It is a mammal. It is orange, black and white. It has got thick fur to protect them from the cold climate.



REPRODUCTION

The Siberian tiger is viviparous and has live babies who drink mother's milk.



WHAT IT EATS?

The Siberian tiger is carnivore. It eats different animals such as deer, bears, rabbits or fish.



ACTIVITY 3 . Reading texts (running dictation).



ENDANGERED

The Ladybird spider is in danger of becoming extinct because its habitat has been destroyed for forestry, farmland or built on.

LADYBIRD SPIDERS

WHERE IT LIVES?

Ladybird Spider lives in north and central Europe. Unfortunately, there are only 1000 individual of them.



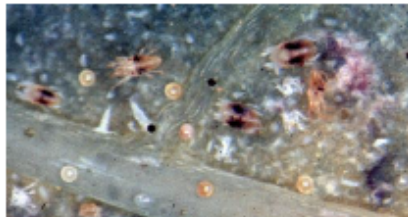
DESCRIPTION

The Ladybird Spider is an invertebrate. It is an arthropod (arachnid). It is red, black and white. It has got eight legs.



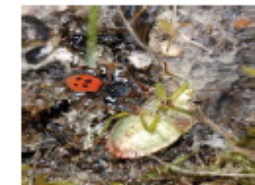
REPRODUCTION

The Ladybird Spider is oviparous. It is born from an egg.



WHAT IT EATS?

The Ladybird Spider is carnivore. It eats insects much bigger than themselves such as, beetles.





ENDANGERED

The Hawksbill Sea Turtle is in danger of becoming extinct because it is hunted and sold illegally on the black market to create jewellery and ornamental products.

HAWKSBILL SEA TURTLE

WHERE IT LIVES?

The Hawksbill turtle live in the **tropical coastline waters** of the world's **oceans** (Atlantic, Pacific and Indian Oceans). Unfortunately, there are only about **8000** Hawksbill turtles in the **sea**.



REPRODUCTION

The Hawksbill turtle is **oviparous**. It is born from an **egg** and lays eggs on the **beach**.



DESCRIPTION

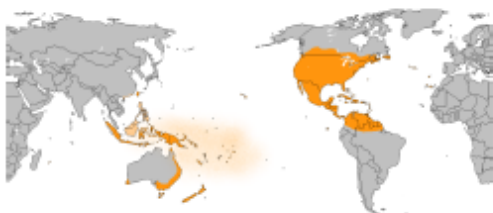
The Hawksbill turtle is a **vertebrate**. It is a **reptile**. It is one of the **smallest** species of turtle. It has got **gold and brown patterned shells**.



WHAT IT EATS?

The Hawksbill turtle is **herbivore**. It eats **coral reef sponges, mollusks or jellyfish**.





ENDANGERED

The Monarch Butterfly is in danger of becoming extinct because climate change, loss of reproductive habitats and deforestation.

MONARCH BUTTERFLY

WHERE IT LIVES?

Monarch butterflies live in North, Central and South America, as well as, Australia, some Pacific Islands, India and Western Europe.



DESCRIPTION

The Monarch butterfly is an invertebrate. It is an arthropod (insect). It is orange, black and white. It has got beautiful wings.



REPRODUCTION

The Monarch butterfly is oviparous. Female monarchs lay their eggs on the underside of milkweed leaves. These eggs hatch in 3 or 12 days.



WHAT IT EATS?

The Monarch butterfly is herbivore. It eats the nectar from milkweeds and other flowers.





ENDANGERED

The Panda is in danger of becoming extinct because of several causes such as, pregnancy issues, diet, habitat loss and hunters.

PANDA

WHERE IT LIVES?

In the wild, Pandas live in **bamboo forests** of central **China**. Unfortunately, there are only **1000** Pandas left in the wild.



DESCRIPTION

The Panda is a **vertebrate**. It is a **mammal**. It is a **big bear**. It has got **black and white fur**.



REPRODUCTION

The Panda is **viviparous**. It has got live babies who drink mother's milk.



WHAT IT EATS?

The Panda is **omnivore**. It occasionally eats **small animals and fish** but, **bamboo** counts for **99 percent** of their diet.





ENDANGERED

The Protosesaster Nodosus Starfish is in danger of becoming extinct because of the climate change, pollution and humans.

STARFISH

WHERE IT LIVES?

The Starfish live in the oceans all around the world.



DESCRIPTION

The Protosesaster Nodosus Starfish is an invertebrate. It is an echinoderm. It is orange and yellow. It is covered by a hard spiny skin. It has got five arms.



REPRODUCTION

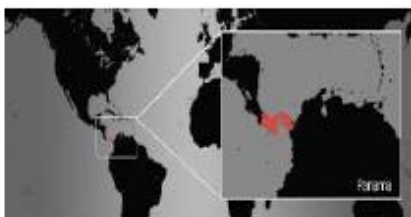
The Starfish is oviparous but, it doesn't lay traditional eggs. It can reproduce sexually or asexually.



WHAT IT EATS?

The Starfish is carnivore. It eats mollusks like clams, snails or oysters.





ENDANGERED

The Panamanian Golden frog is in danger of becoming extinct because of habitat loss, climate change and pollution.

PANAMANIAN GOLDEN FROG

WHERE IT LIVES?

The Panamanian Golden frogs live in **wet rain forests** and **dry cloud forest** in Panama.



DESCRIPTION

The Panamanian Golden frog is a **vertebrate**. It is an **amphibian**. It is **black and yellow** and it has got **moist skin**. It is very **toxic** animal.



REPRODUCTION

The Panamanian Golden frog is **oviparous**, it is born from an **egg**. It lays **eggs** in **water**.



WHAT IT EATS?

The Panamanian Golden frog is **carnivore**. It eats **small insects**.



ACTIVITY 3 . Students worksheets (running dictation).



ENDANGERED

The Ladybird spider is in danger of becoming extinct because its habitat has been destroyed for forestry, farmland or built on.

WHERE IT LIVES?

Ladybird Spider _____ north and central _____.
Unfortunately, there are only _____ individual of them.

**REPRODUCTION**

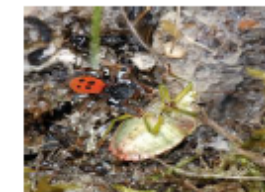
The Ladybird Spider is _____.
It is _____ from an _____.

**DESCRIPTION**

The Ladybird Spider is an _____. It is an _____ (arachnid). It is _____, _____ and _____. It has got _____.

**WHAT IT EATS?**

The Ladybird Spider is _____. It eats _____ much bigger than themselves such as, beetles.





ENDANGERED

The Hawksbill Sea Turtle is in danger of becoming extinct because it is hunted and sold illegally on the black market to create jewellery and ornamental products.

WHERE IT LIVES?

The Hawksbill turtle live in the _____ coastline _____ of the world's _____ (Atlantic, Pacific and Indian Oceans). Unfortunately, there are only about _____ Hawksbill turtles in the _____.



REPRODUCTION

The Hawksbill turtle is _____. It is _____ from an _____ and lays eggs on the _____.



DESCRIPTION

The Hawksbill turtle is a _____. It is a _____. It is one of the _____ species of turtle. It has got _____ and _____ patterned _____.



WHAT IT EATS?

The Hawksbill turtle is _____. It eats _____ reef _____, _____ or _____.





The Monarch Butterfly is in danger of becoming extinct because climate change, loss of reproductive habitats and deforestation.

WHERE IT LIVES?

Monarch butterflies live in North, Central and South _____, as well as, _____, some _____ Islands, _____ and Western _____.



DESCRIPTION

The Monarch butterfly is an _____. It is an _____ (insect). It is _____, _____ and _____. It has got beautiful _____.



REPRODUCTION

The Monarch butterfly is _____. Female Monarchs _____ their _____ on the _____ of milkweed _____. These eggs hatch in 3 or 12 days.



WHAT IT EATS?

The Monarch butterfly is _____. It eats the _____ from milkweeds and other _____.





The Panda is in danger of becoming extinct because of several causes such as, pregnancy issues, diet, habitat loss and hunters.

WHERE IT LIVES?

In the wild, Pandas live in _____ of central _____. Unfortunately, there are only _____ Pandas left in the wild.



REPRODUCTION

The Panda is _____. It has got live babies who drink mother's milk.



DESCRIPTION

The Panda is a _____. It is a _____. It is a _____. It has got _____ and _____.



WHAT IT EATS?

The Panda is _____. It occasionally eats _____ and _____ but, _____ counts for 99 percent of their diet.





The Protoresaster Nodosus Starfish is in danger of becoming extinct because of the climate change, pollution and humans.

WHERE IT LIVES?

The Starfish live in _____ all around the _____.



DESCRIPTION

The Protoresaster Nodosus Starfish is an _____. It is an _____. It is _____ and _____. It is covered by a _____ skin. It has got _____.



REPRODUCTION

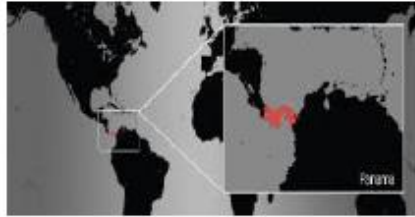
The Starfish is _____ but, it doesn't lay traditional eggs. It can reproduce sexually or asexually.



WHAT IT EATS?

The Starfish is _____. It eats _____ like clams, snails or oysters.





The Panamanian Golden frog is in danger of becoming extinct because of habitat loss, climate change and pollution.

WHERE IT LIVES?

The Panamanian Golden frogs live in _____ and _____ in _____.



REPRODUCTION

The Panamanian Golden frog is _____, it is _____ from and _____. It lays eggs in _____.



DESCRIPTION

The Panamanian Golden frog is a _____. It is an _____. It is _____ and _____. It has got _____. It is very _____ animal.



WHAT IT EATS?

The Panamanian Golden frog is _____. It eats _____.



ANNEX 4 Language support

WHERE IT LIVES? (HABITAT)			
<ul style="list-style-type: none"> • It lives in 			
DESCRIPTION OF THE ANIMAL			
<p>It is a vertebrate:</p> <ul style="list-style-type: none"> - Mammal - Reptile - Amphibian - Fish - Bird 	<p>It is an invertebrate:</p> <ul style="list-style-type: none"> - Mollusks - Annelids - Echinoderms - Arthropods - Sponges - Cnidarians 	<p>It has got....</p> <ul style="list-style-type: none"> - Fur - Scales - A shell - Moist skin - Feathers - Wings - A beak - Legs - Whiskers 	<p>It is orange...</p> <ul style="list-style-type: none"> - Yellow - Black - White - Green - Grey - Brown - Pink - Blue - Red - A beak - Legs
REPRODUCTION			
<ul style="list-style-type: none"> • It is viviparous. • It is oviparous. 			
WHAT IT EATS? (DIET)			
<ul style="list-style-type: none"> • It is carnivore. • It is herbivore. • It is omnivore. • It eats 			

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



ANNEX 5 **ACTIVITY 5.** Text

Members of the group:



It lives in

It is a It is a

It is

It has got

It is It is born from




It is It eats

.....





ANNEX 6 ACTIVITY 6. Rubric

Students rubric

Name of the group:			
Endangered animal:			
			
The handwriting is easy to read.			
All the information is included.			
The presentation is nice and clean.			
There are no spelling mistakes.			

Teacher checklist

Name of the student:		
Endangered animal:		
		
The handwriting is easy to read.		
All the information is included.		
The presentation is nice and clean.		
There are no spelling mistakes.		
Participate in the group.		

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>

