



FITXA D'ACTIVITAT PROGRAMA AUXILIARS DE CONVERSA

Títol	Let's discover more about Animals!		
Nivell educatiu	Cicle Mitjà	Idioma	Anglès
Centre	Escola Santa Marina	Municipi	Pratdip
Codi de centre	43005522	AT	Baix Camp
Nom de l'auxiliar	Megan Walker	Nom tutor/a	Anna Anglès Virgili

Objectius didàctics	Competències bàsiques
Research information to create an informative poster about an animal (habitat, diet, appearance, interesting information etc.)	C1 C5 C6
Complete a poster with information and pictures.	C6
Improve vocabulary (whiskers, claws, diet and habitat, fly climb, swim and run).	C1 C3
Practise oral and written English.	C1
Use available help to discover information and how such research can be included in the poster.	C1 C8

Continguts
<p>In order to learn about animals, the students will be able to describe animals, talk about where they live and what they eat and will research interesting facts about their chosen animals.</p> <p>Animal vocabulary will include: claws, scales, ocean, jungle, invertebrate, mammals and herbivore.</p> <p>After the students have developed the vocabulary and researched their chosen animals, they will produce a descriptive poster that can demonstrate their findings (information and images included).</p> <p>Communication will include group discussions, classwork and help from the teacher and the teaching assistant.</p>

Criteris d'avaluació
<ul style="list-style-type: none"> Students are able to research information about a chosen animal and present their findings in a poster. For example, they can read through information and use the most relevant points in order to create their poster and complete the activity. The poster must include a title, a picture and information about the animal's appearance, diet and habitat. They can explain the final product in front of an audience. Students can show interest in their own posters and research as well as the work of the other groups.

Activitats. Seqüència didàctica (pas a pas)	Organització de l'alumnat (individual, parelles, petit grup, grup classe...)
<p>Lesson 1, Week 1 – <u>Warm up activities:</u> Introduction of the project - An alphabet was written on the board and the students filled in each letter with a corresponding animal. For example "B for Butterfly". <u>Developing activities:</u> 'Animalphabet' by Julia Donaldson was read to the class in order to build and solidify vocabulary. Once the book was finished, the project was presented to the class and students were divided into groups of 4. <u>Closing activities:</u> Whilst working on an activity sheet (picture dictionary and match and pair the animals), each group chose their animal for their project. The chosen animals were: Mole, Tiger, Whale and X-ray Tetra Fish.</p> <p>Lesson 2, Week 2 – Lesson 2, Week 2 Poster creation. Part 1: In groups, the class started to work on their posters by creating a title and drawing pictures of their chosen animals, using images provided on the animal blog.</p> <p>Lesson 3, Week 3 – Poster creation. Part 2: After completing the first pieces of their poster from the previous class, the groups started to work on the information by researching the types of animals and their habitats. The vocabulary discussed included: vertebrates, mammals, oceans, jungles and</p>	<p>Individual work Group work (3-4 students per group) Class work</p>

underground. Once the students had written draft versions of their information, they added the facts about their animals to their posters.

Lesson 4, Week 4 - Warm up activities: At the start of the lesson, the class completed a CLIL activity, where they had to describe different animals and their diets - using words such as carnivore, herbivore and omnivore.

Developing activities - Poster creation, Part 3 - The students then added to their posters by writing about their chosen animal's diets and other interesting information. Such information included the animal's world population and what the animal's scientific name is.

Lesson 5, Week 5- Poster creation, Part 4 - The students finished their posters and prepared to present their findings to the rest of the class. After the students finished writing down the information on their posters, each student was given a subject to talk about in regards to their group's animals. For example, in a group of 4, one student will present the type of animal, another will present the animal's diet, the third will talk about the animal's habitat and lastly, other interesting information. Once each group completed their project and allocated presentation subjects, the posters were put on display in the school.

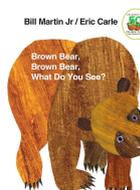
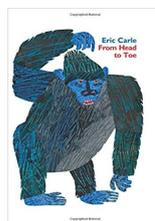
Lesson 6, Week 6- The students were given 10 minutes to prepare their presentations. Then taking turns, each of the 4 groups presented their poster and findings to the rest of the class. The final posters were great and the students respected each other in both the presentation of their work and being a part of the audience (cheering, listening and applauding).

Books:

Animalphabet – Julia Donaldson



From Head to Toe – Eric Carle



Brown Bear, Brown Bear, What do you see? – Bill Martin Jr.

Blogs:

Recursos

<https://havefunwithmegan.blogspot.com/> - Main blog site.

<https://havefunwithmegan.blogspot.com/2021/01/animal-science-project-cm.html> - Science Project Blog.

<https://havefunwithmegan.blogspot.com/2021/01/animal-project-jellyfish-megans-example.html> - Megan's example

<https://havefunwithmegan.blogspot.com/2021/01/animal-project-mole-cm.html> - Mole Blog post

<https://havefunwithmegan.blogspot.com/2021/01/animal-project-tiger-cm.html> - Tiger Blog post

<https://havefunwithmegan.blogspot.com/2021/01/animal-project-whale-cm.html> - Whale Blog Post

<https://havefunwithmegan.blogspot.com/2021/01/animal-project-x-ray-tetra-fish-cm.html> - X-Ray Tetra Fish

Activitat

- [Blog](#)
- [Introductory worksheet:](#)
- [Developing process pictures](#)
- [Final result](#)
- [Exposition's rubrics](#)
- [Self evaluation's rubric](#)

DURACIÓ

9 hours (6 sessions of 1.5h)

