

CLIL Lesson Plan Template for TEYL

Date: 11.05.2015

School: Primary School no. 109 in Warsaw

Teacher: Magdalena Szwec

Subject: English

Lesson title	Animal habitats	
Class length	45 minutes	
Class/ student information	Grade 1, English 3 times a week 12 students (one half of the class)	
Overall instructional aims	Students will understand the concept of animal habitats.	
Objectives	content	Topics: Animal habitats
		Facts: nouns: land, water, air verb: live
		New understandings: <i>Students will understand the relationship between animals and their habitats.</i>
	language	<p>Content-obligatory language objectives <i>Learners will be able to use the present tense (3rd person singular) to identify the names of animals with the verb 'live' and animal habitats such as on the land, in the air, in the water : A (penguin) lives (on land).</i></p> <p><i>Learners will be able to demonstrate understanding of 'Where...?' questions, such as 'Where does a (horse) live?' and answer: It lives (on land).</i></p> <p>Content-compatible language objectives <i>Learners will be able to talk about habitats of the pets they have (My fish lives in the water / My dog lives on land).</i></p>

		<p>Language functions: Describing, contrasting</p> <p>Key language structures: Where does (a cow) live? A cow lives (on land).</p> <p>Key vocabulary: Animal habitats (land,air,water), the verb live, names of animals</p>
	cognition	<p>Lower-order thinking skills: recalling previously learned material memorizing, repeating, naming, recognizing</p> <p>Higher-order thinking skills: comparing, contrasting, classifying</p>
	culture	<p>Familiar concepts used in a new way: grouping animals</p> <p>Unfamiliar concepts: creating sets of animals according to their habitats (also with common elements e.g. animals that live both in the water and on land - semi-aquatic animals)</p>
<p>Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.)</p> <p>Describe briefly</p>		<p>I will use scaffolding techniques such as activating students' prior knowledge about animal habitats, developing questions with Bloom's taxonomy in mind, using familiar routines and chunks, using visuals (flashcards with animals) and a book (Snappy Numbers), using demonstration, gestures, examples, using graphic organizers to facilitate understanding.</p>
<p>Justification for lesson (why is it important to your students)</p>		<p>The lesson is important for students, because it allows them to identify natural habitats of animals they know and to classify them. It also brings the concept of semi-aquatic animals that live both on land and in the water.</p>
<p>Assessment for/as learning</p>		<p>Teacher checks on understanding and adjusts instructions to keep students on track. No grades or scores are given. Incidental observation and guiding students' understanding.</p>
<p>Teaching materials</p>		<p>Flashcards, laptop, book 'Snappy Numbers', worksheet 3</p>

Stages and time	Lesson procedure (describe the activities and instructional strategies)	Justification for the activity (content, language, cognition, culture)
Lead-in 5 minutes	Singing the song 'Let's Go To The Zoo'	To warm up To revise the animal movements vocabulary and the names of animals
Presentation 10 minutes	Presentation of the concept of animal habitats	The purpose of this activity is to present the concept of animal habitats. Teacher sticks 3 flashcards (land, water) to the board and draws a graphic organizer. Teacher explains that animals live in different places and asks Ss: 'Where does a (lion) live?' and asks a pupil to come to the board and match a flashcard with the animal to the habitat. Teacher asks a high level thinking question: Are there any animals that live both in the water and on the land?
Practice 1 3 minutes	Worksheet 3 Listen and point activity	The purpose of this activity is to listen and point the animals that live in different habitats following the recording.
Practice 2 15 minutes	Animal book reading 'Snappy Numbers'	The purpose of this activity is to listen to the teacher reading a book about animals. Teacher asks questions while reading the book about the habitats of the animals that appear in the story – Where does (a whale) live? Students also count the animals on each page of the book.
Practice 3 10 minutes	Drawing the animal in its habitat and writing a simple sentence about it	The purpose of this activity is to encourage Ss to choose the animal they like and draw it in its natural habitat. The teacher writes a model of the sentence on the board 'A ____ lives ____' and fills it in with an example.