

CLIL Unit Plan for TEYL

Unit name: Animal world

Subject/Course: English

Teacher: Magdalena Szwec

School Year: 2014/2015

Grade: 1

Possible start/end dates: 05.05.2015 – 14.05.2015

Addressing Learners' Diversified Needs: Adjusting techniques and materials in order to appeal to different Multiple Intelligences, groupwork and individual work.

Connections with National Curriculum (both language and content): naming animals, describing where animals live

<p>Unit Aims:</p>	<ul style="list-style-type: none"> - to make learners aware of and build on prior knowledge of animals and their features - to identify different domestic and wild animals - to understand that animals move in different ways - to classify animals according to the natural habitat - to classify animals according to what they eat - to make learners aware of what a food chain is
<p>Unit Objectives :</p> <p>content</p> <p>thinking</p> <p>language</p> <p>culture</p>	<p>By the end of the unit students will be able to:</p> <ul style="list-style-type: none"> - to observe the relationship between domestic/wild animals and their habitats, the ways they move and what they eat - demonstrate understanding of the concept of food chains - classify animals in domestic/wild, according to the ways they move, their habitat and what they eat - understand the key concepts and apply them in different contexts - to create a simple food chain - name animals presented in the unit - name animals movements - name animal habitats - reflect on what animals are typical of their surrounding - be aware of the importance of respecting the

	<p>environments and animals</p> <ul style="list-style-type: none"> – be aware of the importance of food chains in the nature
Summary of the unit	The unit is an extension of the topic Animals (Coursebook Tiger 1, unit 5) students covered during their English lessons. It builds on prior knowledge and language about animals they already have.
Unit Materials and Resources:	<p>Flashcards (pictures taken from the website: www.genckolik.net)</p> <p>Recording from Macmillan Natural and Social Science 1</p> <p>Video from English Adventure 1</p> <p>Video and song (youtube) – Let's Go To The Zoo (Super Simple Songs)</p> <p>Song (youtube)– Let's Get Fit (warm-up song)</p> <p>Song (youtube) – Rain, Rain Go Away (warm-up song)</p> <p>Pop-up book about Animals (Snappy Numbers)</p> <p>National Geographic Little Kids magazine</p> <p>Video about a food chain (www.turtlediary.com/grade1-games/science-games/food-chain.html)</p> <p>Worksheet 1 (Domestic and wild animals)</p> <p>Worksheet 2 (How animals move)</p> <p>Worksheet 3 (Animal habitats)</p> <p>Worksheet 4 (Animal habitats)</p> <p>Worksheet 5 (group work worksheets, one for each group)</p> <p>You Can Do It – board for collecting stamps (for the quiz)</p>
Instructional Strategies:	<p>I will guide learners' understanding by providing multimodal input and formulating different kinds of questions- some related to lower-order-thinking skills and other related to higher-order thinking skills in order to help learners understand the topic and process information actively.</p> <p>I will scaffold students by the use of gestures, demonstrations and the use of examples. I will keep instructions simple and short and make sure they understand instructions by asking questions.</p>
Unit Assessment:	<p>Unit assessment aims to raise learners' achievement rather than measure it in order to encourage the development of both subject and language according to the principles of assessment for learning. It involves informal classroom observation and guiding students' understanding.</p> <p>Teacher checks on understanding and adjusts instructions to keep students on track. No grades or scores are given.</p>

Unit Evaluation:

Students take part in a quiz in the last lesson. The purpose of the quiz is to review unit content, support cooperation between students (they work in groups during the quiz) and to encourage students to show how much they learned about animals.

Summary of Lessons

Lesson 1 Title: Animals are different

Lesson 2 Title: How to take care of animals

Lesson 3 Title: Baby animals

Lesson 4 Title: Domestic and wild animals

Lesson 5 Title: How animals move

Lesson 6 Title: Animal habitats

Lesson 7 Title: Plant and meat eaters

Lesson 8 Title: Quiz: What do we know about animals?

Notes:

Lessons 4-8 are going to be taught in the classroom.

Content-Thinking-Language Organization for TEYL CLIL Unit

Content	Thinking	Language	Culture (Intercultural Knowledge)
<p>Relevant, academic, real-life, deep content Content is the starting point for the planning</p> <p>What will I teach? What will they learn? What are my teaching aims/objectives?</p>	<p>Which tasks will I develop to encourage higher order thinking?</p> <p>What are the language (communication) as well as the content implications?</p> <p>Which thinking skills will we concentrate on which are appropriate for the content?</p>	<p>What language do they need to work with the content?</p> <p>What specialized vocabulary and phrases?</p> <p>What kind of talk will they engage in?</p> <p>Will I need to check out key grammatical coverage of a particular tense or feature e.g. comparatives and superlatives?</p> <p>What language tasks and classroom activities?</p>	<p>What are the cultural implications of the topic?</p> <p>What are the familiar cultural concepts?</p> <p>What are the unfamiliar cultural concepts?</p>
<p>Topic: Animal world</p>	<p>Levels of Thinking (Blooms): remembering, understanding, applying analysing, creating</p>	<p>Language functions: describing giving opinions comparing and contrasting</p>	
<p>Facts (nouns): domestic animals: horse, cow, rabbit, cat, dog wild animals: kangaroo, penguin, polar bear, dolphin, lion, zebra, hippo, whale, octopus habitats: on land, in the water, in the air, farm, house, jungle plants, meat, plant-eater, meat-eater, food chain</p>	<p>Verbs: walk, fly, swim, run, jump, climb, slither, stomp, waddle live, eat</p>	<p>Key language structures: A (penguin) is a (wild) animal. A (dolphin) can (swim). An (octopus) lives (in the water). A (zebra) is a (plant eater). A (polar bear) eats (meat).</p>	

<p>Big understandings Students will understand that it is important to respect animals and their habitats as part of the environment. Students will understand how animals differ from each other.</p>	<p>Questions: What is it? What's your favourite animal? Have you got a pet? Is it a (domestic) animal? Can it (fly)? Where does it live? What does it eat?</p>	<p>Key vocabulary: It's a (penguin). My favourite animal is... Yes, I have got a ... Yes/No, it is (not) a domestic animal. Yes, it can (fly) / No, it cannot (fly). It lives (in the water). It eats (plants).</p>	
<p>Essential Question (high level thinking questions): 1. Are there any animals that live both in the water and on the land? 2. Are there any animals that are both plant and meat eaters? 3. Can you try to give me more examples of food chains?</p>		<p>Modes of communication: Integration of modes of communication: interpretive, interpersonal</p>	
		<p>Targeted strategies: Memorizing vocabulary through pictures, songs, videos and worksheets, Analysing food chains and trying to create more of them, using previous knowledge, justifying, classifying, comparing</p>	

CLIL Lesson Plan Template for TEYL

Date: 5.05.2015

School: Primary School no. 109 in Warsaw

Teacher: Magdalena Szwec

Subject: English

Lesson title	Domestic and wild animals	
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 domestic and wild animals and distinguish between them.	
Objectives	content	<p>Topics: Domestic animals and wild animals Students' favourite animals and pets.</p> <p>Facts: domestic animals - horse, cow, rabbit, cat, dog wild animals - kangaroo, penguin, polar bear, dolphin, lion, zebra, hippo, whale, octopus farm, house, jungle</p> <p>New understandings: <i>Students will understand that the animals can be classified into domestic and wild, depending on where they live and if they need people or not.</i></p>
	language	<p>Content-obligatory language objectives</p> <p><i>Learners will be able to use the present tense (3rd person singular) to identify the names of animals with the verb 'to be' and vocabulary such as domestic/wild : A (dog) is a (domestic) animal. Learners will be able to demonstrate understanding of 'Is...?' questions, such as 'Is a horse a wild animal?'</i></p> <p><i>Learners will be able to talk about their preferences</i></p>

		<p>using 'My favourite animal is' and about their personal life using 'I have got...' to tell about pets they have.</p> <p>Content-compatible language objectives</p> <p>Learners will be able to classify animals that were not discussed during the lesson into domestic or wild.</p>
		<p>Language functions:</p> <p>Giving opinions, comparing</p> <p>Key language structures:</p> <p>What is it? It's a (penguin). What's your favourite animal? My favourite animal is a (lion). Have you got a pet? Yes, I have got a (dog). Is it a (domestic) animal? Yes/No, it is (not) a domestic animal.</p> <p>Key vocabulary:</p> <p>Names of domestic and wild animals, farm, house, jungle</p>
	cognition	<p>Lower-order thinking skills:</p> <p>recalling previously learned material memorizing, repeating, naming, recognizing</p> <p>Higher-order thinking skills:</p> <p>comparing, contrasting, classifying</p>
	culture	<p>Familiar concepts used in a new way:</p> <p>Classification in domestic and wild animals in L2 (Students were familiar with the concept in L1)</p> <p>Unfamiliar concepts: -</p>
Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.) Describe briefly	<p>I will use scaffolding techniques such as activating students' prior knowledge about domestic and wild animals, developing questions with Bloom's taxonomy in mind, using familiar routines and chunks, purposefully using synonyms and antonyms, using 'think-alouds', using visuals (flashcards with animals), using demonstration, gestures, examples and using graphic organizers to illustrate the concept of domestic and wild animals.</p>	
Justification for lesson	<p>It is important to students to be able to classify animals around them in</p>	

(why is it important to your students)	different groups according to where they live and justify their choices. It is also important to personalize the topic for students and let them talk about their favourite animals and their pets in order to involve them.
Assessment for/as learning	Teacher checks on understanding and adjusts instructions to keep students on track. No grades or scores are given. Incidental observation and guiding students' understanding.
Teaching materials	Flashcards, laptop (to play the song and the video), worksheet 1

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 Get Fit'	To warm up
Lead-in 10 minutes	Classroom survey: asking Ss what are their favourite animals and if they have got pets	The purpose of the activity is to personalise the topic, to draw a diagram that illustrates Ss' favourite animals and to count the ones that are the most popular among students.
Presentati on 10 minutes	<ol style="list-style-type: none"> 1. Presenting the concept of domestic and wild animals 2. Eliciting from Ss the names of domestic and wild animals they know 3. Presenting flashcards with wild and domestic animals and matching them to one of the categories by students 	The purpose of the activity is to present two groups of animals, activating Ss' background knowledge about the animals they already know and presenting the flashcards with the animals (both domestic and wild) that are new to them.
Practice 1 5 minutes	<ol style="list-style-type: none"> 1. Repeating new vocabulary chorally (with different speed / voices / only girls / only boys) 2. Repeating by playing 	The purpose of the activity is to practice the vocabulary introduced in a form of a drill and a game.

	'Magical eyes' (we repeat the vocabulary in order and after each repetition one flashcard from the front disappears)	
Practice 2 7 minutes	Watching the video about animals (English Adventure 1)	The purpose of the activity is to listen to vocabulary used in the video, to list the animals that appear in the video and to answer the question if these animals are domestic or wild
Practice 3 8 minutes	Worksheet – Ss circle domestic animals in purple and wild animals in brown. Checking answers together	The purpose of the activity is to check if students are able to differentiate between and classify domestic and wild animals.

CLIL Lesson Plan Template for TEYL

Date: 7.05.2015

School: Primary School no. 109 in Warsaw

Teacher: Magdalena Szwec

Subject: English

Lesson title	How animals move	
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 get familiar with different animal movements.	
Objectives	content	Topics: Animal movements Names of animals
		Facts: verbs - walk, jump, run, climb, swim, stomp, swing, waddle, slither
		New understandings: <i>Students will understand that animals move in different ways.</i>
	language	<p>Content-obligatory language objectives</p> <p><i>Learners will be able to use the present tense (3rd person singular) to identify the names of animals with the verb 'can' and animal movements verbs such as walk, jump, run, climb, swim, stomp, swing, waddle, slither : A (penguin) can (waddle).</i></p> <p><i>Learners will be able to demonstrate understanding of 'Can...?' questions, such as 'Can a horse fly?' and answer: Yes, it can or No, it can't.</i></p> <p>Content-compatible language objectives</p> <p><i>Learners will be able to use other verbs in order to describe animal movements.</i></p>

		<p>Language functions: comparing and contrasting</p> <p>Key language structures: 'Can a (horse) fly?' 'No, it cannot fly.' / 'Yes, it can fly.' 'What can (snakes) do?' 'Snakes can slither.'</p> <p>Key vocabulary: <i>walk, jump, run, climb, swim, stomp, swing, waddle, slither, can, can't,</i></p>
	cognition	<p>Lower-order thinking skills: recalling previously learned material, repeating, naming, recognizing, giving examples</p> <p>Higher-order thinking skills: comparing, contrasting, classifying</p>
	culture	<p>Familiar concepts used in a new way: Students knew some of the vocabulary from the unit in the coursebook (<i>walk, jump, run, climb, swim</i>). <i>I builded on this vocabulary and added new words.</i></p> <p>Unfamiliar concepts: -</p>
Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.) Describe briefly	<p>I will use scaffolding techniques such as activating students' prior knowledge about how animals move developing questions with Bloom's taxonomy in mind, using familiar routines and chunks, using visuals (flashcards with animals), using demonstration, gestures, examples and miming animal movements to facilitate understanding.</p>	
Justification for lesson (why is it important to your students)	<p>The lesson is an extension of the topic from the coursebook. It gives students the possibility to expand their vocabulary.</p>	
Assessment for/as learning	<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>	
Teaching materials	<p>Flashcards, laptop, worksheet 2</p>	

Stages and time	Lesson procedure (describe the activities and instructional strategies)	Justification for the activity (content, language, cognition, culture)
Lead-in 5minutes	Singing the song 'Let's Get Fit'	To warm up
Vocabulary revision 8 minutes	Revision of the vocabulary connected with animals and animal movements	The purpose of the activity is to activate students' previous knowledge by revising the vocabulary that Ss are already familiar with (walk, jump, run, climb, swim) and revising the animal vocabulary introduced in the previous lesson. Teacher shows flashcards and asks: What can (fish) do? Ss answer: (Fish) can (swim).
Vocabulary presentation 10 minutes	Introducing new vocabulary – animal movements	The purpose of the activity is to introduce new animal movements vocabulary (stomp, swing, waddle, slither) in a form of showing actions by the teacher and then personalising it by asking Ss: 'And you? Can you (stomp)? Show me how you stomp!' Repetition of the vocabulary while doing the actions (slow/fast)
Practice 1 5 minutes	Introducing the song - 'Let's Go To The Zoo'	The purpose of the activity is to practice the new vocabulary introduced and reinforce the vocabulary Ss are already familiar with. Teacher asks: 'Have you ever been in a zoo? Let's go!' Teacher and Ss sing a song together and show how animals move.
Practice 2 10 minutes	Worksheet 2	The purpose of the activity is to analyse and tick what animals can do. Ss work individually and try to decide whether the animals listed can do the actions listed. Teacher checks the answers by asking Ss questions.
Practice 3 5 minutes	Miming game – 'What am I?'	The purpose of the activity is to revise the vocabulary introduced during the lesson. Teacher shows a flashcard of an animal to a pupil and he or she shows how this animal moves. Ss guess what animal it is and when one of them guesses correctly, teacher says: 'Yes, it is a (snake).' then asks all Ss: 'Now tell me what can it do?'. Ss answer: It can (slither).

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: names of animals, 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</p> <p><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: A (horse) lives (on land).</i></p> <p>Content-compatible language objectives</p> <p><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) and other animals (not discussed in the lesson).</i></p>

		<p>Language functions:</p> <p>Describing, contrasting</p> <p>Key language structures:</p> <p>Where does (a cow) live? A cow lives (on land).</p> <p>Key vocabulary:</p> <p>Animal habitats (land,air,water), the verb live, names of animals</p>
	cognition	<p>Lower-order thinking skills:</p> <p>recalling previously learned material</p> <p>memorizing, repeating, naming, recognizing</p> <p>Higher-order thinking skills:</p> <p>comparing, contrasting, classifying</p>
	culture	<p>Familiar concepts used in a new way:</p> <p>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.</p> <p>Incidental observation and guiding students' understanding.</p>	
<p>Teaching materials</p>	<p>Flashcards, laptop, book 'Snappy Numbers', worksheet 3 and 4, National Geographic Little Kids magazine</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 'Rain, rain go away'	To warm up
Presentatio n 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, air, 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? Teacher shows the National Geographic Little Kids magazine to students to demonstrate hippos as semi-aquatic animals.
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	Worksheet 4 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. Students receive the worksheet with this sentence written and the spaces to fill.

CLIL Lesson Plan Template for TEYL

Date: 12.05.2015

School: Primary School no. 109 in Warsaw

Teacher: Magdalena Szwec

Subject: English

Lesson title	Plant and meat eaters	
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 classification of the animals on plant and meat eaters and what a food chain is.	
Objectives	content	Topics: Plant and meat eaters. Food chains.
		Facts: nouns: plants, meat, plant-eater, meat-eater, food chain verbs: eat
		New understandings: <i>Students will understand that animals are classified according to what they eat. Students will understand how food chains work.</i>
	language	<p>Content-obligatory language objectives</p> <p><i>Learners will be able to use the present tense (3rd person singular) to identify the names of animals with the verb 'eat' and plants or meat : A (lion) eats (meat). Learners will be able to demonstrate understanding of 'What...?' questions, such as 'What does a (zebra) eat?' and answer: It eats (plants).</i></p> <p>Content-compatible language objectives</p> <p><i>Learners will be able to talk about what their pets eat, e.g.: 'My cat eats (meat)'.</i></p>

		<i>Learners will be able to talk about what other animals eat.</i>
		Language functions: Comparing and contrasting Key language structures: What does it eat? It eats (plants). Key vocabulary: Plants, meat, plant-eaters, meat-eaters, names of animals, eat
	cognition	Lower-order thinking skills: recalling previously learned material, repeating, naming, recognizing, giving examples, indicating Higher-order thinking skills: creating, analyzing, constructing
	culture	Familiar concepts used in a new way: Classifying animals into plant and meat eaters Unfamiliar concepts: analyzing and creating food chains
Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.) Describe briefly	I will use scaffolding techniques such as activating students' prior knowledge about what animals eat, developing questions with Bloom's taxonomy in mind, using familiar routines and chunks, using visuals (flashcards with animals) and videos, using demonstration, gestures, examples, using graphic organizers to facilitate understanding of the concept.	
Justification for lesson (why is it important to your students)	The lesson is important, because it introduces the classification of the animals into herbivores, carnivores and omnivores. Another very important aspect of the lesson is the concept of a food chain and challenging students to create food chains on their own (in groups, with teacher's support).	
Assessment for/as learning	Teacher checks on understanding and adjusts instructions to keep students on track. No grades or scores are given. Incidental observation and guiding students' understanding.	
Teaching materials	Flashcards, laptop, 30 plastic cups and pictures of animals (to create food chains)	

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 2 minutes	Watching the video (part 1)	The purpose of the activity is to get students familiar with the concept of plant eaters, meat eaters and animals that eat both (herbivores, carnivores and omnivores).
Presentation 8 minutes	Presenting the concept of plant and meat eaters	The purpose of the activity is to present the concept of plant and meat eaters in a form of a graphic organizer and matching animals to those categories by students.
Presentation 2 minutes	Watching the video (part 2)	The purpose of the activity is to introduce the concept of a food chain.
Practice 1 8 minutes	Activity online game	The purpose of the activity is to complete food chains. After completing the teacher writes down the examples of food chains from the video on the board.
Practice 2 5 minutes	Giving examples of food chains	The purpose of the activity is to encourage students to create food chains using the animal vocabulary they already know. Teacher provides an example of a food chain. Then, teacher writes the names of some animals on the board and asks Ss to try to create food chains from them. Teacher asks high order thinking question: Can you try to give me more examples of food chains?
Practice 3 15 minutes	Art and craft activity - Making food chains	The purpose of the activity is to make food chains. Teacher asks Ss to work in groups of 4 and distributes plastic cups and pictures of animals. The task of each group is to create 2 food chains and demonstrate in front of the other groups which animal eats which animal by putting one cup on the top of the other.

CLIL Lesson Plan Template for TEYL

Date: 14.05.2015

School: Primary School no. 109 in Warsaw

Teacher: Magdalena Szwec

Subject: English

Lesson title	Quiz – what do we know about animals?	
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 review the unit content.	
Objectives	content	<p>Topics: Unit review – How much do we know about animals?</p> <p>Facts: all the vocabulary from the CLIL unit Nouns: domestic animals: horse, cow, rabbit, cat, dog wild animals: kangaroo, penguin, polar bear, dolphin, lion, zebra, hippo, whale, octopus habitats: on land, in the water, in the air, farm, house, jungle plants, meat, plant-eater, meat-eater, food chain Verbs: walk, fly, swim, run, jump, climb, slither, stomp, waddle, live, eat</p> <p>New understandings: <i>Students will understand that they learned a lot about domestic and wild animals, the ways they move, their habitats and food chains.</i></p>

	language	<p>Content-obligatory language objectives <i>Learners will be able to answer the questions from the quiz on the basis of the knowledge gained in the CLIL unit.</i></p> <p>Content-compatible language objectives <i>Learners will be able to relate the gained knowledge to different areas of their life and other subjects (cross-curricular knowledge).</i></p>
		<p>Language functions: Answering questions, justifying answers</p> <p>Key language structures: All the structures from the unit</p> <p>Key vocabulary: All the vocabulary from the unit</p>
	cognition	<p>Lower-order thinking skills: recalling previously learned material naming, recognizing, identifying,</p> <p>Higher-order thinking skills: analyzing</p>
	culture	<p>Familiar concepts used in a new way: classroom quiz in groups</p> <p>Unfamiliar concepts: -</p>
Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.) Describe briefly	<p>During this lessons the questions in the quiz are supported with the pictures to facilitate understanding the message in a written form. The teacher reads the questions and the answers to students and students discuss in a team before they give an answer and they come up with the letter A, B or C.</p>	
Justification for lesson (why is it important to your students)	<p>The lesson is very important, because students learn the cooperation while working as a team. They also review all the unit content and can notice how much they learned about animals.</p>	
Assessment for/as learning	<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. This lesson</p>	

	is a review of all the unit content and the aim of it is to show students how much they learned about animals by taking part in a quiz. In order to win, each group needs to answer correctly 12 out of 15 questions. There is no competition between groups, but each group works on the set goal. It promotes active involvement of students in their own learning, without comparing students.
Teaching materials	Laptop (song and ppt presentation), worksheet 5: group work worksheets (one for each group)

Stages and time	Lesson procedure (describe the activities and instructional strategies)	Justification for the activity (content, language, cognition, culture)
Lead-in 3 minutes	Singing the song 'Rain, Rain Go Away'	To warm up
Vocabulary revision 5 minutes	Singing the song 'Let's Go To The Zoo'	To revise the animal movements vocabulary and the names of animals
Unit vocabulary revision 25 minutes	Quiz – What do we know about animals?	<p>The purpose of the activity is to revise all the vocabulary and content from the CLIL Unit.</p> <p>Teacher divides Ss into 3 teams named: polar bears, dolphins and kangaroos.</p> <p>Each group receives 3 sticks with letters A,B and C and boards with the spaces for animal stamps to collect for every good answer. Each team needs to collect 12 stamps to win.</p> <p>The quiz is prepared in ppt and consists of 15 questions with pictures. All the questions are connected with the topics of the lessons.</p> <p>Examples of the questions: A polar bear is a ... a) domestic animal b) wild animal Elephants can ... a) stomp b) fly c) climb A snake lives... a) in the water b) on the land c) in the air Lions eat... a) meat b) plants Choose the right food chain: ...</p>

Practice 10 minutes	Worksheet 4: Group work worksheet about animals	The purpose of this activity is to support group work cooperation and review the unit content. Each group receives the handout about the animal that refers to the group name (polar bears, dolphins, kangaroos). They circle the answers that relate to the animal indicated.