

The animal kingdom and endangered animals.



Objectius

- 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

Descripció de la proposta

This unit will be focused on vertebrate and invertebrate animals. The students will learn about the classification of vertebrate and invertebrate animals and its main characteristics. The lesson we will be focusing on, is *Vertebrates*. The students will revise the vocabulary and main characteristics of vertebrates in a cooperative way. 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. This is a result of a GEP1 programme.

Aspectes didàctics i metodològics

These two sessions are based on a CLIL approach. 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.

Recursos emprats

Animal quizz: <https://jr.brainpop.com/science/animals/classifyinganimals/>



Concept cartoon about vertebrates in <https://www.shutterstock.com/es/image-illustration/cartoon-zoo-amusement-park-illustration-children-180711623>
. kahoot in <https://create.kahoot.it/share/96529818-b892-4605-ae9a-bb7ac71ee90f>

Continguts, competències i processos que es treballen de forma destacada

-*Science.*

- Classification of animals
- Vertebrates and invertebrates
- Endangered animals

- concepts and vocabulary to describe an animal: Key vocabulary: 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...

-*English:*

- Classroom language.
- Asking and answering questions.
- Expressing feelings: I like/don't like/It's my favorite
- Explaining: because...
- Expression opinion: I think/ in my opinion...
- Following guidelines to write a text.
- 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.

Alumnat a qui s'adreça especialment

3rd grade. Primary school.

Interdisciplinarietat, transversalitat, relacions amb l'entorn

Science

Documents adjunts

The animal kingdom & Endangered animals project.

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