

**CLIL EXCELLENCE for PRIMARY SCHOOLS**

**LEARNING UNIT FORMAT**

**Subject Area: Science Topic: The frog.**

**Class : 4^**

**Number of lessons : 3 lessons**

***WALT* - We are Learning To-:**

During the learning unit

Children will be able to know: the life cycle of a frog.

Children will be able to do: create a conceptual map with the most important information.

Children will be able to be aware of: existence of the evolution of the species.

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION
- CORE ACTIVITIES DIVIDED IN
  - FIND OUT (INPUT PHASE)
  - SORT OUT (INPUT PROCESSING PHASE)
  - OUTPUT (SPEAKING AND WRITING PRESENTING A PERSONAL OR GROUP PRODUCT)
- Final ASSESSMENT

These steps will be developed during a certain number of lessons each teacher will plan.

**LESSON 1**

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<b>ACTIVATION of the learning unit</b>	<p>The teacher shows a series of images about different environments. She starts from the students' knowledge regarding the environment and proceeds with a group discussion. Brainstorming on the definition of environment.</p>	<p>Students give a personal definition of environment. The teacher writes the keywords emerged from the brainstorming on the blackboard. The teacher proposes a guessing game about animals and at the end of the game she focuses the attention on the frog and the environment where it lives.</p>	<p>“This animal lives...” “This animal comes from...” “It can/can't” “It has got...” “It eats..” “It's ... (colour of the animal)”</p>	<p>previous knowledge teacher</p>	<p>W</p>	<p>one lesson about two hours</p>
<b>CORE ACTIVITIES</b>	<p>Keywords related to environment. Guessing game.</p>	<p>Students play the guessing game together.</p>			<p>P</p>	

\*Type of interaction:: I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

**LESSON 2**

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<i>Warm up of the lesson:</i>	<p><b>Text that talks about the pond.</b>  <b>Choice of the most important information with the students.</b>  <b>Students watch a video about the pond.</b></p>	<p>The children read the text on the frog in pairs.            They complete a matrix with information about frogs            The students check the right answers watching a video.            The students correct the matrix with the exact information. To do the work the children are divided in small groups</p>	<p><b>ecosystem pond</b></p> <p><b>plants/animals in the pond</b></p> <p><b>“in or around the pond”</b></p> <p><b>frog</b></p>	<p><b>text</b></p> <p><b>internet</b></p> <p><b>video</b></p>	G-W	<b>4 hours</b>
<b>CORE ACTIVITIES:</b>	<b>Information gathering</b>	Work in small groups to complete the activities.			P-W	

\*Type of interaction:: I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

**LESSON 3**

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<i>Warm up of the lesson:</i>	<p>The teacher asks the students the most important information about the frog.</p> <p>The teacher proposes a series of images to reorder the life cycle of the frog.</p> <p>The students individually complete a conceptual map about the life cycle of the frog with the new information.</p>	<p>The children reorder the images.</p> <p>The teacher asks for the correct sequence to each group.</p> <p>Students complete a conceptual map with the key information they learned.</p>	<p>Where does it live?</p> <p>What does it eat?</p> <p>How does it grow?</p> <p>How does it reproduce?</p>	<p>Text</p> <p>Pairs</p> <p>Video</p> <p>Teacher</p>	<p>W-G</p>	<p>4 hours</p>
<b>CORE ACTIVITIES:</b>	<p>Conceptual map.</p>	<p>Individual work.</p>			<p>I</p>	

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<b>ASSESSMENT</b>	
	<p><b>FORMATIVE ASSESSMENT (on going process):</b> participation in the activities, work in a small group, conversation</p> <p><b>SUMMATIVE ASSESSMENT (written and oral tests / resources/):</b> conceptual map</p>