

CLIL DIDACTIC UNIT: VERTEBRATE ANIMALS



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YEAR 3

TIMING: 5 LESSONS OF 45 MINUTES EACH

LEARNING INTENTIONS: at the end of the unit learners will be able to:

- ❖ describe features of vertebrates
- ❖ classify the different types of vertebrate animals
- ❖ Identify characteristics of each group
- ❖ know about respiration in animals
- ❖ distinguish between oviparous and viviparous animals
- ❖ classify animals according to their nutrition
- ❖ understand how food chains work
- ❖ organize information in graphs to show knowledge
- ❖ create a model to show how respiration works
- ❖ reflect on their own learning process
- ❖ relate different strands of knowledge
- ❖ compare and organize contents

4Cs		
CONTENT	✓ Vertebrate animals and their characteristics	
COGNITION	LOTS ✓ REMEMBER: name, list, tell, describe ✓ UNDERSTAND: explain, compare, discuss ✓ APPLY: show, complete, use, classify	HOTS ✓ ANALYZE: compare, explain, identify, categorize ✓ EVALUATE: assess ✓ CREATE: invent, design, imagine, construct
COMMUNICATION	✓ LANGUAGE OF LEARNING: present tenses, affirmative and question sentences, prepositions, wh- questions, essential vocabulary from previous levels. ✓ LANGUAGE FOR LEARNING: strategies for reading, understanding, writing and speaking. ✓ LANGUAGE THROUGH LEARNING: oral skills development to carry out the tasks, use language in a communicative way to work in groups and pairs.	

CULTURE	<ul style="list-style-type: none"> ✓ To understand that there are different types of vertebrates in different habitats ✓ To locate animals in several places around the World
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Our Prezi on this Didactic Unit is available:

http://prezi.com/zhk2v9n84k9t/?utm_campaign=share&utm_medium=copy

LESSON 1. INTRODUCTION

LEARNING INTENTIONS: To check previous knowledge about vertebrate animals and classify them into the 5 groups (mammals, birds, fish, amphibians and reptiles)

1. TUNING IN:

ANIMAL SOUNDS (Remembering)

TPS: THINK INDIVIDUALLY AND MATCH, THEN COMPARE YOUR ANSWERS WITH YOUR GROUP AND SHARE IT WITH THE CLASS. THE ACTIVITY WILL BE CHECKED WITH THE SOUNDS PROVIDED IN THE FOLLOWING LINK: <https://www.esl-languages.com/en/study-abroad/coffee-time/animal-sounds/index.htm>

	SPANISH	ENGLISH
CAT	KIKIRIKI	WOOF WOOF
DOG	PIO PIO	MOO MOO
BIRD	MUUU	COCKADOODLEDOO
COW	GUAU GUAU	MEOW MEOW
ROOSTER	MIAU MIAU	TWEET TWEET

2. FINDING OUT:

HOW MANY ANIMALS DO YOU REMEMBER? (Remembering) *(Power Point 1)*

Pictures of different animals are shown. After that, they write on stripes of paper as many animals as they remember in small groups.

3. SORTING OUT:

WHERE DO THEY BELONG? (Apply)

To classify following different statements: *animals with wings, with beaks, with fur, with scales, that live in water, that can fly...*

Students will take the card names and stick them on the board under the group they belong to.

BRAINSTORMING (Remembering)

The final sorting will be using the five groups: mammals, fish, birds, amphibians and reptiles. Discuss as a whole group.

MAMMALS	BIRDS	AMPHIBIANS	REPTILES	FISH

4. REFLECTION:

FOOTPRINTS (Identifying)

Some pictures of animals' footprints are shown. TPS, STT (Slow Thinking Time): Students will think about the possible reasons for the shapes and share their ideas with the rest.

Identify to which animal belongs each footprint and explain why they are different.



LESSON 2. RESPIRATION

LEARNING INTENTIONS: To understand and learn about how animals breathe.

1. TUNING IN:

MINGLE MINGLE GAME (Creating)

The students walk around the class while the teacher says "mingle mingle mingle". When the teacher stops, he/she says an animal, the children have to mime how they think that animal breathes.

Teacher can say some of the following examples as the main idea is that students realize of the different types of respiration.

Animals with gills	Animals with lungs
Fish Shark Tadpole Salmon Sardine	Dog Human Dolphin Chicken Snake

2. FINDING OUT:

RESPIRATION (Understanding)

TPS: TALK ABOUT IT IN GROUPS AND THEN SHARE IT WITH THE CLASS.

Guided questions:

- How do animals that live on land breathe?
 - How do animals that live in water breathe?
 - Why humans can't breathe in water?
-
- Animals on land breathe with....
 - Animals in water breathe through...
 - Humans can't breathe in water because....
 - They have got/ they haven't got....
 - Lungs/ gills/ oxygen/

3. SORTING OUT:

MAKE A MODEL OF LUNGS AND GILLS (Creating)

The teacher shows how the models of lungs and gills work without mentioning what they are. Students will guess which model is for each group. Then they watch the video and afterwards they make their own model following the instructions.

Youtube: <https://www.youtube.com/watch?v=WRrCpdPf6XM>

4. REFLECTION:

EXPLAIN YOUR CLASSMATE HOW LUNGS AND GILLS WORK USING YOUR MODELS.

(Analyzing)

Vocabulary:

These are lungs/gills...

They work like this....

Mammals have.....Fish have.....

We have...

LESSON 3. REPRODUCTION

LEARNING INTENTIONS: to learn about oviparous and viviparous animals.

1. TUNING IN:

PECHA KUCHA (Analyzing)

With the picture of an egg and a baby elephant talk about the two pictures using some questions like:

- What's this?
- Are they similar to each other? Why? Why not?

The aim of the activity is that students realize of the different types of reproduction in animals: oviparous and viviparous.



2. FINDING OUT:

USING DIFFERENT VIDEOS ABOUT ANIMALS SHOWING HOW THEY ARE BORN (Understanding)

TPS: WATCHING VIDEOS ABOUT THE REPRODUCTION OF ANIMALS FROM THE 5 GROUPS OF VERTEBRATES

Baby bird hatching <https://www.youtube.com/watch?v=6JCSNvoQI20>

Snake laying an egg: <https://www.youtube.com/watch?v=pn6y6GXQELo>

Amphibian (frog eggs turn into tadpoles): <https://www.youtube.com/watch?v=B3d48VfQHbY>

Mammals (3 different ways mammals give birth): <https://www.youtube.com/watch?v=sz3Yv3On4IE>

Fish (starting at minute 1): https://www.youtube.com/watch?v=L3La5_tDtWs

3. SORTING OUT:

WORDWALL (Applying)

The students think and write names of animals on a post-it papers and then they stick the animals where they belong (viviparous or oviparous)

SILENT STORYTELLING (Understanding)

The teacher shows the pictures of the book “Life Cycle of a Frog” (1999) by Angela Royston, Heinemann Library Oxford.

Youtube: <https://www.youtube.com/watch?v=NEXnxuJzPLw>

4. REFLECTION:

SCRAMBLED EGGS. CYCLE OF LIFE (Applying)

IN GROUPS ORDER THE FROG’S LIFE. (*Worksheet 1*)

TPS: first individually and then in groups. The activity will be assessed by showing the right order of the frog’s life.

DRAW THE NEXT STAGE OF THE FROG’S LIFE (Creating)

Individually draw the following step in the life of the frog. Then share it with the groups.

1	2	3	4	5	6

LESSON 4. NUTRITION AND FOOD CHAINS

LEARNING INTENTIONS: to learn about the different kinds of animals according what they eat and the food chains.

1. TUNING IN:

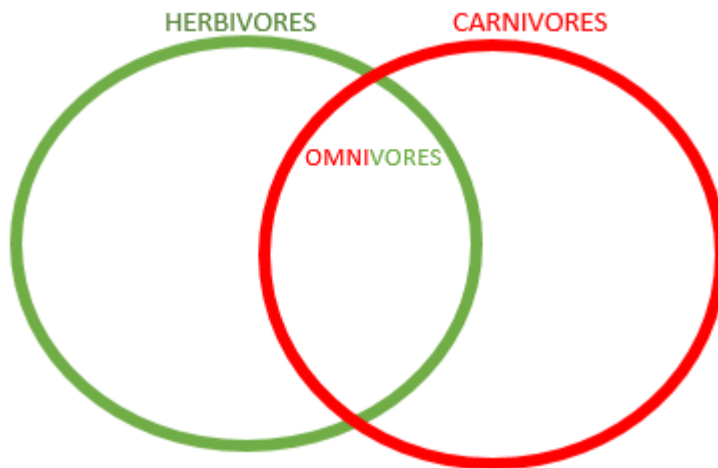
WHAT'S FOR LUNCH TODAY? (Creating) (*Worksheet 2*)

THE GORILLA POEM (taken from "Nonsense Animal Rhymes" (2001) by Kaye Umansky and Chris Fisher, OUP).

Filling the missing words in groups with the words that they think are most suitable. After they finish, the groups read their poem and then the teacher shows them the original poem.

2. FINDING OUT:

VENN DIAGRAM (Applying)



3. SORTING OUT:

FOOD CHAINS WORKSHEET (Understanding and creating) (*Worksheet 3*)

Students will work first individually doing the task and then they share it with their groups. This worksheet is from the book "Horrible Science Teachers' Resources. Animals" by Nick Arnold and Tony de Saulles, Scholastic.

4. REFLECTION:

IMAGINE THERE ARE NO HERBIVORES ON THE EARTH. (Creating) (*Worksheet 4*)

If herbivores disappear....

Carnivores can't

There isn't food for...

Plants...

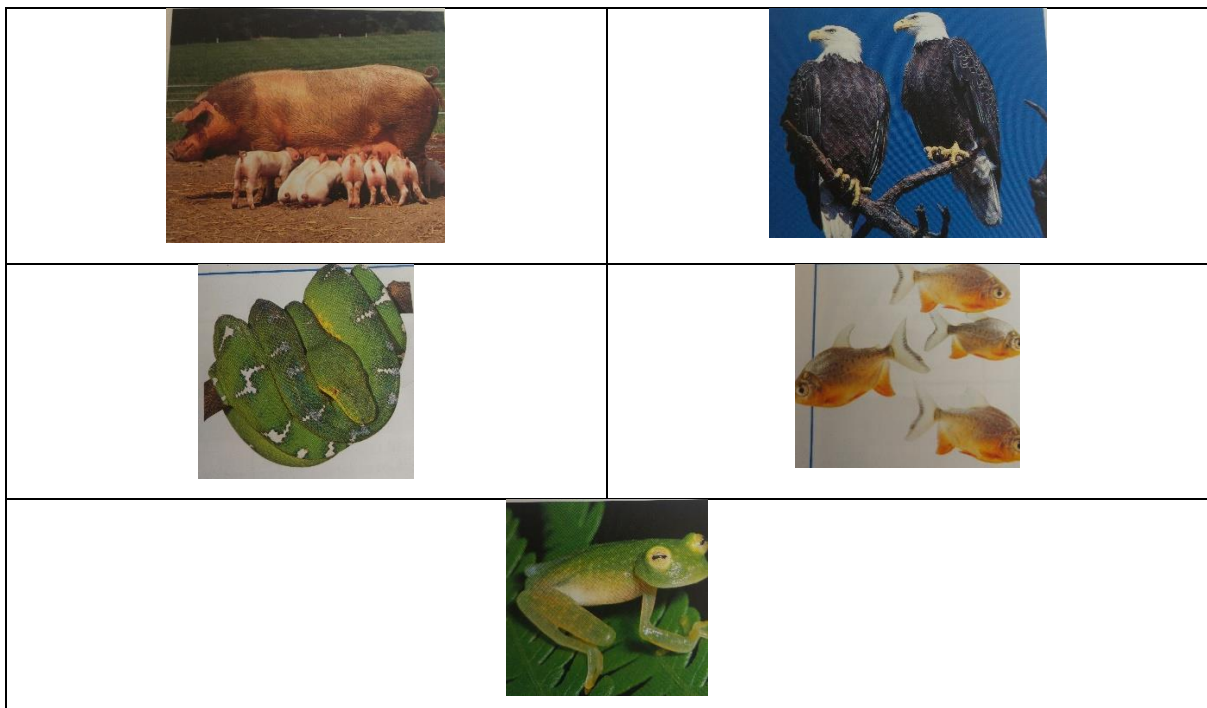
LESSON 5. ASSESSMENT

LEARNING INTENTIONS: To assess their knowledge.

1. TUNING IN:

BACK TO THE BOARD: Recall information (Remembering)

One student sits down back to the board, facing the classmates. The teacher shows a picture of one animal and the students have to describe it without saying the name of the animal. Once the student guesses the word, another one takes his/her place.



2. FINDING OUT:

RUNNING DICTATION (Applying)

The class is divided into 5 different groups. Students will be numbered from 1 to 5. The teacher will assign a different colour to each group. Previously, the teacher has displayed five different coloured booklets with information about vertebrates. The information for each booklet will be as it follows:

#1 Red Booklet:

“They are viviparous. Babies feed on their mothers’ milk. They breathe air and their bodies are covered with fur or hair”.

#2 Blue Booklet:

“They are oviparous. They lay eggs with hard, protective shells which they keep warm until the chicks hatch out. They have feathers”.

#3 Green Booklet:

“Some slither, they live in water and on land. They breathe air and their bodies are covered in dry, scaly skin”.

#4 Black Booklet:

“They can live and breathe in water. Their gills take in oxygen from the water. They have fins and scales”.

#5 Booklet:

“Most adults live on land but breathe in water. They usually have soft, moist skin. They are oviparous and they turn into tadpoles”

Taking turns, the first student of each group will have to run towards their booklet and try to memorize a few words and run back to their group and dictate to the group so the next student will write it down and so on. Meanwhile, the rest of them will have to check the spelling. Once the teacher claps, the next member of the group will run to the booklet and will memorize some words and so on until everybody has finished.

Next, each group will have to guess what kind of vertebrate they are and write it down and they will have to think examples of their group; the teacher will be monitoring in order to make sure that they are engaged.

3. SORTING OUT

MY FAVOURITE ANIMAL. (Creating) (*Worksheet 5*)

Write and draw about their favourite animal following some instructions.

Once they finish children play BACK TO BACK. (Understanding)

In pairs one of the students asks questions about the other's animal trying to guess which animal is. They take turns in order to ask and answer questions.

Are you a mammal/fish/bird/reptile/amphibian?

Do you live in water/on land...?

Is your body covered in fur/ feathers...?

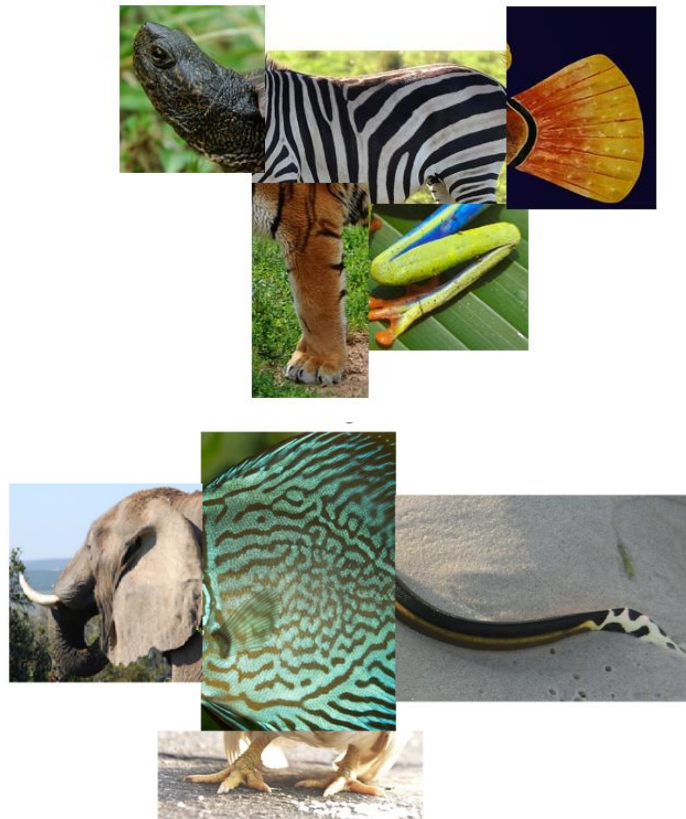
Are you a herbivore/omnivore...?

4. REFLECTION:

CREATE A CRAZY ANIMAL

With different parts of animals they will create a mixed animal that has, at least, features of three different groups using magazines/pictures and they will describe it to the rest of the class.

If they run out of time they will continue on the following session.



RESOURCES

WORKSHEET 1

1 Eggs are protected by a transparent, thick jelly.

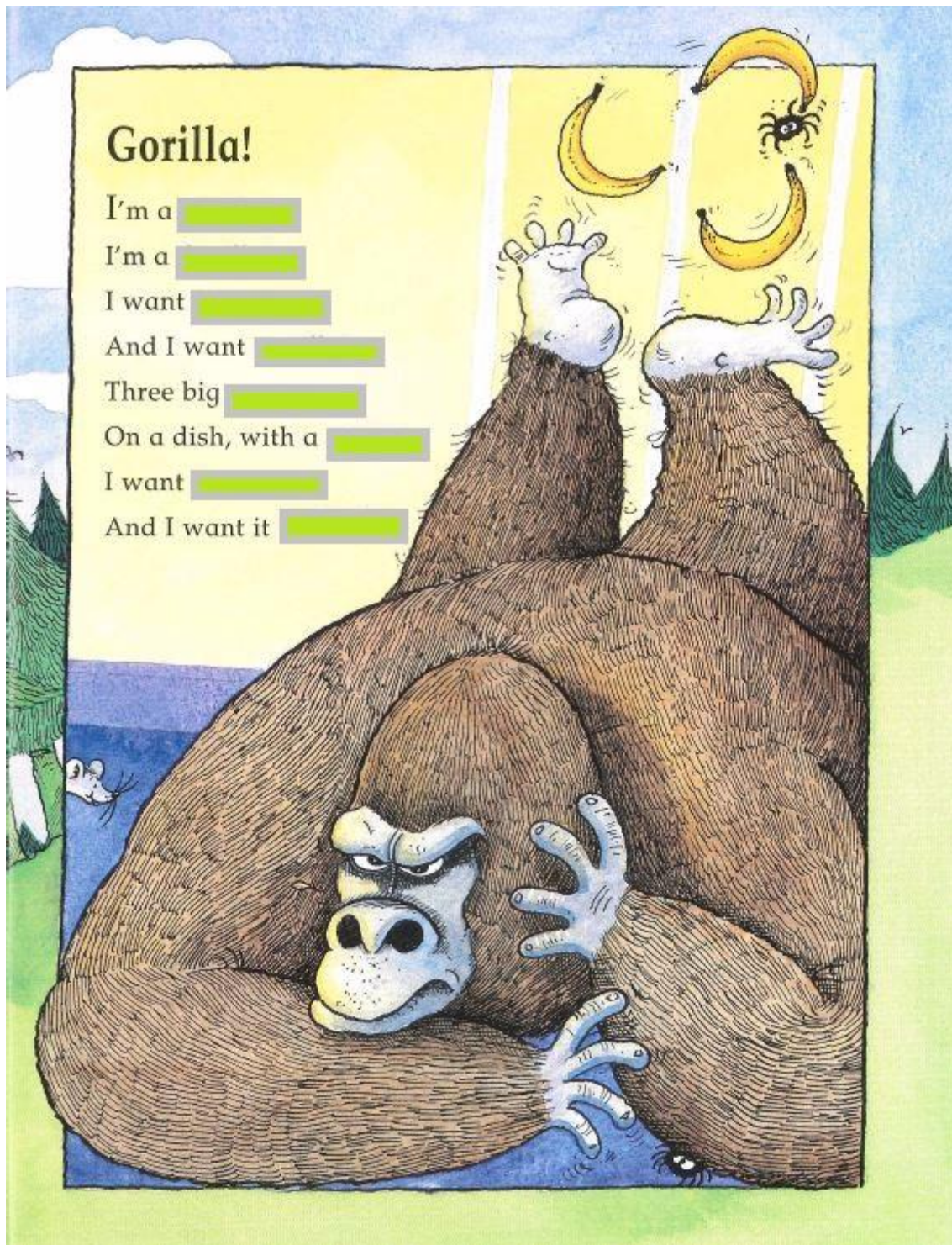
2 The tadpole breathes using gills.

3 The tadpole grows legs.

4 The froglet starts to breathe with lungs.

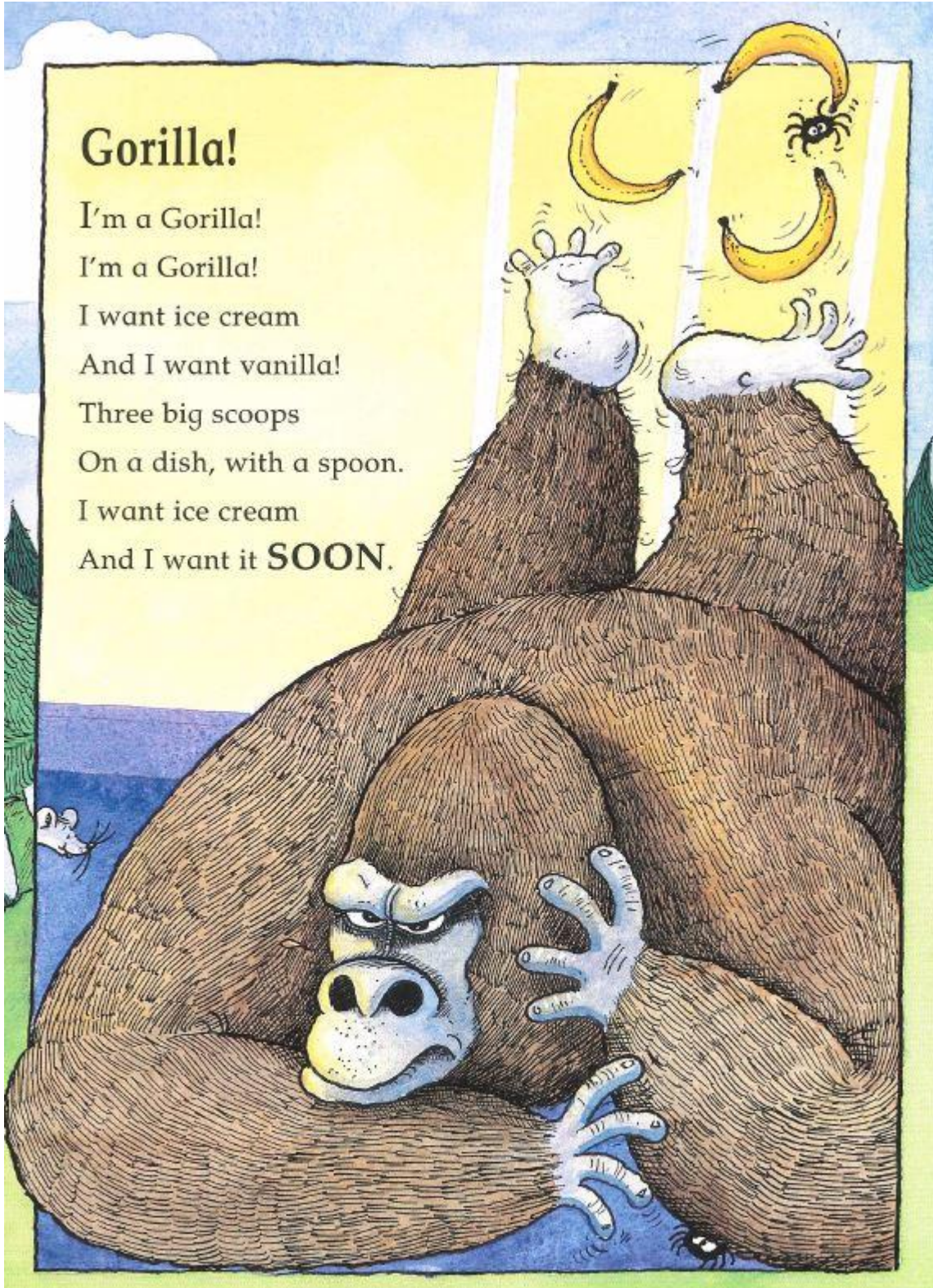
5 The adult frog can lay hundreds or thousands of eggs.

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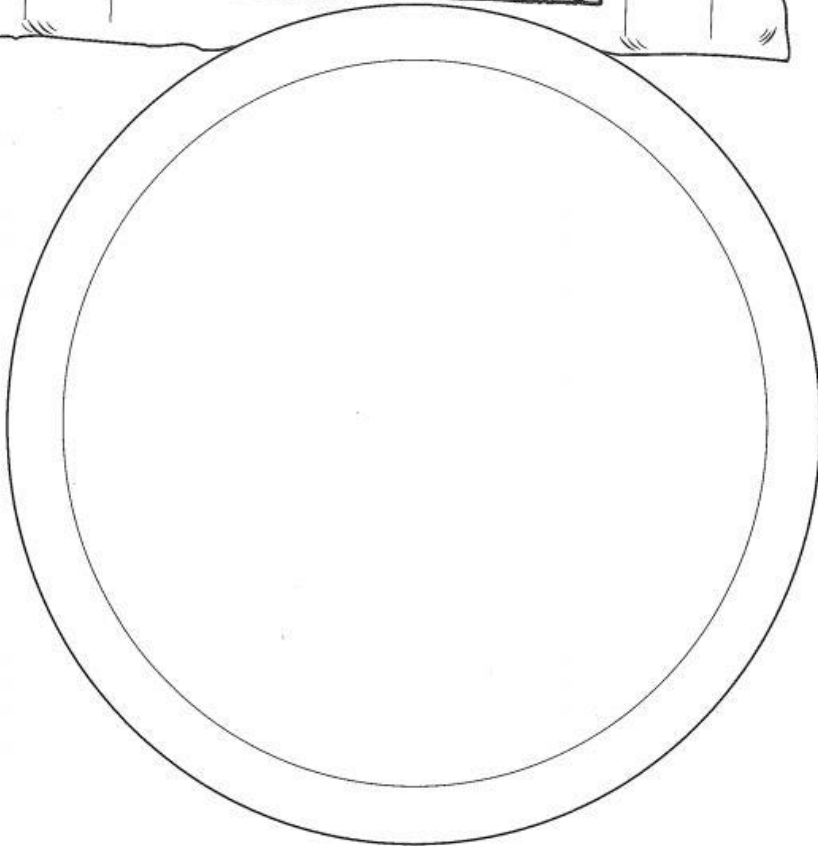
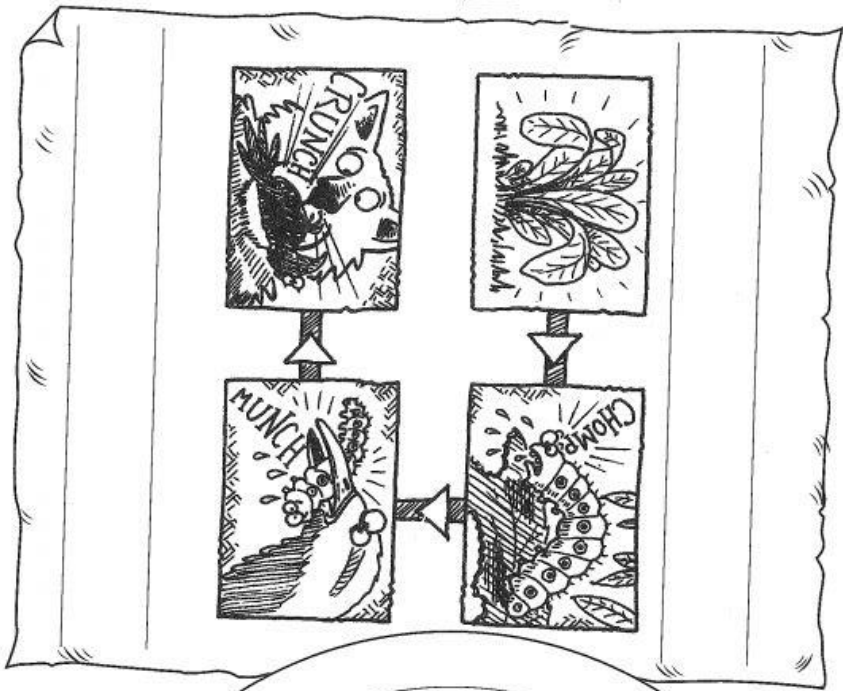
Gorilla!

I'm a Gorilla!
I'm a Gorilla!
I want ice cream
And I want vanilla!
Three big scoops
On a dish, with a spoon.
I want ice cream
And I want it **SOON**.



Food chains

- All creatures are part of a food chain.
- Take a look at this food chain and add your own captions to explain what is going on.
- What did you have for lunch today? Draw and label it on this plate.
- Write and draw a food chain for two things from your plate.



FOOD CHAIN

IMAGINE: THERE ARE NO HERBIVORES ON THE EARTH

KEY VOCABULARY

If herbivores disappear...

There is not food for ...

Carnivores cannot ...

Plants...

DRAW AND WRITE

DRAWING

MY FAVOURITE ANIMAL

INSTRUCTIONS:

Your text has to mention the following strands:

- ✓ RESPIRATION
- ✓ REPRODUCTION
- ✓ BODY COVERED IN
- ✓ LIVING IN/ON

