

# Final project

## Teaching English to children with Special Needs in a Bilingual English context

**LEVEL:** 2º primaria (7-8 years old)

**SUBJECT:** Natural Sciences

**TOPIC:** Animals

**TEXTBOOK:** Think, do, learn. Natural Sciences 2. Oxford

### INTRODUCTION

In this project I´m reviewing Unit 3 from this book in order to make the necessary adaptations to Special Needs students.

The next school year I continue in 2º with the same students I was with in 1º, and I´m using the same method so the students know the organization of the textbook, the characters used in the stories (Amy, Ben and Coco) and the type of activities.

I will adapt this Unit so one of my students who has special needs can achieve the main goals of it. She repeated first grade so she is one year older than the rest. She was with me last year. At the beginning of the school year she could follow the rhythm almost like everyone else and she was very motivated. But as we moved along the year and the difficulty level increased, the gap became bigger and she was losing her motivation. She could finish the year with lower marks than the rest of the class but still she could pass with little adaptations. For second grade she needs adaptations from the very beginning and that´s the goal of this project

Your name	Jorge del Toro González
Your school	CEIP Miguel de Unamuno (Madrid)
Title of the Book	Think, Do, Learn- Natural Sciences 2- Module 2 (Oxford)
Subject	Natural Sciences
Unit	Unit 3- Animals
Nº of weeks per unit	10 sessions of 45 min
Nº of hours a week of instruction	How many hours a week you meet with the group? <u>10</u> How many hours a week does the student participate in the class? <u>10</u>
Age of the group	7-8 y.o.
Age of the student	8-9 y.o.
Challenges of the Student	Nº of students with SN that you have in the class <u>1</u> This girl is socially accepted as the other children don´t notice that she needs

	special education. She has good social skills but struggles when the content increases difficulty.
Aims of the lesson	In this lesson we will study animals: <ul style="list-style-type: none"> <li>• Living and non-living things</li> <li>• Classification of living things: animals and plants</li> <li>• Vertebrate animals: mammals, birds, fish, reptiles, amphibians</li> <li>• Invertebrate animals: <u>arthropods</u>, <u>molluscs</u>, <u>worms</u>, insects</li> </ul>
Expected outcomes	See project
Classroom activities	See project
Resources	<b>Material resources:</b> textbook; teacher resources bank (including teacher's book, flashcards, CDs, online book), smartboard, ICT room, plastic models of animals, etc. <b>Personal resources:</b> Teacher assistant, PT, AL.

**LESSON 1- Living and non-living things**



**3 Animals**

1. Listen and circle the living things.


2. Write.

cloud	tree	human	bench	bike	dog	butterfly	rock
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Non-living things	Living things
rock	

3. Add one word to each list in activity 2.

4. Write 'living' or 'non-living'.

			
_____	_____	_____	_____
			
_____	_____	_____	_____

5. Write and say 'Living things...'.  
grow   die   reproduce   are born

			
_____	_____	_____	_____

\_\_\_\_\_ and \_\_\_\_\_

6. Circle and say what living things need to live.

						
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 Living things are born, grow, reproduce and die. Living things have three life processes: nutrition, interaction and reproduction.

She can do these activities normally. In activity 1:



I will play the recording several times and I will repeat it again by myself so she can get the meaning.

 **Track 2** Listen and circle the living things.

It's a beautiful sunny day in the park. Amy, Ben and Coco and others are enjoying themselves.

**Man:** I'm walking my dog.

**Amy's mum:** We're playing badminton.

**Ben:** I'm riding my bike!

**Amy:** I'm taking photos with my tablet.

**Ben:** There are birds in the trees...

**Amy:** ...and clouds in the sky.

**Ben:** Look, there's Coco! She's looking at a beautiful butterfly.

**Amy's dad:** Ben! Amy! Do you want to play badminton?

**Ben and Amy:** Yes, please!

The last sentence of the lesson is too long so I will separate it:

- Living things are born, grow reproduce and die
- Living things have three life processes: nutrition, interaction and reproduction

## LESSON 2- Classification of living things: Animal Kingdom and Plant Kingdom

**Lesson 2** Living things

Living and non-living things are all around us.

1. Listen and write.

Animal Kingdom	Plant Kingdom

2. Match the living things to the kingdom.

Animal Kingdom	Plant Kingdom

3. Write 'animals' or 'plants'.

\_\_\_\_\_ have five senses. \_\_\_\_\_ need soil.  
 \_\_\_\_\_ have roots. \_\_\_\_\_ can be oviparous.

4. Listen to the story.

5. Draw plants and animals from the story and classify them.

Animal Kingdom	Plant Kingdom

6. Mime a scene from the story! Can your partner guess the scene?

We classify animals and plants into two kingdoms: The Animal Kingdom and The Plant Kingdom.

*What's this?*

She can do these activities without much change. For the story in activity 4 they have their own little story book and they read it with the assistant

## LESSON 3- Vertebrates

**Lesson 3**

Animals are classified into vertebrates and invertebrates.

1. Listen and write 'vertebrate' or 'invertebrate'.

_____	_____	_____	_____
_____	_____	_____	_____

2. Circle vertebrates green and invertebrates red.

frog	cat	ant	giraffe
butterfly	snake	mosquito	parrot

3. Draw the skeletons of these vertebrates.

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4. Listen, write and stick.

reptiles	fish	mammals	amphibians	birds

5. Match and say.

Mammals	have feathers.
Birds	have wet skin.
Reptiles	have scales.
Amphibians	have fins.
Fish	are viviparous.

6. Complete the sentences.

Mammals, birds, reptiles, amphibians and fish are \_\_\_\_\_.

Insects and spiders are \_\_\_\_\_.

Vertebrates have a backbone.  
 Mammals, birds, reptiles, amphibians and fish are vertebrates.

She can do these activities with little changes. To start the lesson I will review the meaning of vertebrates and invertebrates from last year. I will use flashcards for that. I

will also refresh what a spine or backbone is for: to support the body and to protect soft internal organs.

Exercise 1: The sentence in the listening is too long and a bit confusing:

**Track 5 Listen and write 'vertebrate' or 'invertebrate'.**

Animals can be vertebrates or invertebrates. Vertebrates have a spine and invertebrates don't. Monkeys, sheep, tortoises and fish are vertebrates. Spiders, ladybirds, snails and bees are invertebrates.

So I will redo it:

- Vertebrates have a spine and invertebrates don't have a spine.
- Vertebrate animals are: monkeys, sheep, tortoises and fish.
- Invertebrate animals are: spiders, ladybirds, snails and bees.

This way is much easier to understand and to complete the exercise.

Exercises 2 and 3 have no problem.

In exercises 4 and 5 I will repeat the listening several times. With the help of the stickers and the flashcards she will understand the meaning of feathers, skin, scales, fins and viviparous.

**LESSON 4- Invertebrates**

**Lesson 4**

Invertebrates don't have a backbone. Molluscs, arthropods and worms are invertebrates.

1. Tick the invertebrates.

2. Listen and match.

3. Circle.

4. Write and colour the insect.

5. Draw these arthropods' legs. Then write T (true) or F (false).

6. Listen and sing the song.

7. Write 'spider' or 'insect'.

Arthropods have three body parts: head, thorax and abdomen. Spiders and insects are arthropods.

In this lesson I will focus on insects and spiders so I will ignore exercises 2 and 3. To complete the lesson I will show them a video about insects and spiders:

<https://www.youtube.com/watch?v=qsAH79xmmEA>

**LESSON 5- Animal nutrition**

**Lesson 5**

Herbivores eat plants. Carnivores eat other animals. Omnivores eat plants and other animals.

1. Listen and circle the food. Then write 'herbivore', 'carnivore' or 'omnivore'.

2. Complete the sentences.

Carnivores	Herbivores	Omnivores
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\_\_\_\_\_ eat plants.  
 \_\_\_\_\_ eat other animals.  
 \_\_\_\_\_ eat plants and other animals.

3. Take each animal to its food.

4. Write H (herbivore), C (carnivore) or O (omnivore).

5. Classify.

snake	cow	pig	bear	rabbit	tiger
herbivore	carnivore		omnivore		

6. Say the chant.

7. Complete and say the sentences.

I eat \_\_\_\_\_  
 I am a/an \_\_\_\_\_

Rabbits and elephants are herbivores. Crocodiles and lions are carnivores. Bears and pigs are omnivores.

In exercise 1 I will talk first about the meaning of the pictures. Then I will play the recording several times stopping after each animal so she has time enough to circle and write.

The rest of the activities are fine, she won't have much problem. I will show them a video in which they could see what different animals eat:

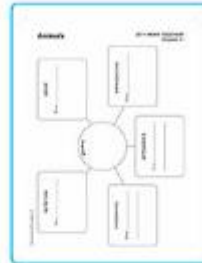
<https://www.youtube.com/watch?v=IRszHiLVmUw>.

## LESSON 6- Mind map

Let's work together!



### Animal mind map!



1. Work in groups of four.



2. Think of an animal.



3. Draw or write information about your animal.



4. Show your mind map to another group.

They will do this activity in groups. That will make her feel one more in the group as well as have a clear map of the classification of animals.

## LESSON 8- Let's revise!

s Lesson 8

4. Complete and read the text.


**1. Find and circle the odd one out.**


a) plant      human      pencil      animal


b) elephant      dog      cat      mosquito

c) head      thorax      arms      abdomen

**2. Write 'mollusc', 'arthropod' or 'worm'.**



  
\_\_\_\_\_



  
\_\_\_\_\_



  
\_\_\_\_\_

**3. Complete the sentences using these words.**

bears	spiders	zebras	herbivores	carnivores	omnivores
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 Zebbras are \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

The classification of the Animal Kingdom.
















We classify animals and plants into the Animal Kingdom and the \_\_\_\_\_ Kingdom.

Animals can be vertebrates or invertebrates. Vertebrates have a \_\_\_\_\_ but invertebrates don't. Mammals, birds, \_\_\_\_\_, amphibians and fish are vertebrates. Molluscs, \_\_\_\_\_ and worms are invertebrates.

Herbivores eat plants. \_\_\_\_\_ eat other animals.

Omnivores eat plants and other animals.

MY PROGRESS. Colour the faces.

			
➔ I know about the Animal and Plant Kingdoms.			
➔ I know the different types of vertebrates.			
➔ I know the different types of invertebrates.			
➔ I know about animal nutrition.			

In activity 1 she will need the following questions in order to complete it:

- a) What is **not** a living thing?
- b) What is **not** a mammal?
- c) What is **not** part of an insect?

Activity 2 will be eliminated.

In activity 3 she can look at the flashcards for the spelling of *spiders* and *bears*.

Activity 4 is too dense and she will get lost. So I'll redo it separating the sentences:

- We classify animals and plants into the Animal Kingdom and the \_\_\_\_\_ Kingdom
- Animals can be vertebrates or invertebrates. Vertebrates have a \_\_\_\_\_ but invertebrates don't.
- Vertebrate animals are mammals, birds, \_\_\_\_\_ amphibians and fish.
- \_\_\_\_\_ are invertebrates (the answer for her is *insects*).
- Herbivores eat plants, \_\_\_\_\_ eat other animals, Omnivores eat plants and other animals.

### Evaluation

This method includes 3 different tests with different difficulty. I will choose test A, the easy one. It will need little adaptation:



# Animals

TEST A

## 1. Write 'animals' or 'plants'.

- a) \_\_\_\_\_ have five senses.
- b) \_\_\_\_\_ have roots.
- c) \_\_\_\_\_ need soil.
- d) \_\_\_\_\_ can be viviparous.

## 2. Circle the invertebrate animals.

frog	giraffe	cat
snake	ant	lion
parrot	butterfly	mosquito

## 3. Complete the sentences.

Mammals are born live. They are \_\_\_\_\_.

Arthropods have three parts: head, \_\_\_\_\_ and abdomen.

Birds have \_\_\_\_\_.

Molluscs, worms and arthropods are \_\_\_\_\_.

Reptiles have \_\_\_\_\_.

Omnivores eat \_\_\_\_\_.

Amphibians have \_\_\_\_\_ skin.

Fish have \_\_\_\_\_ to swim.

Invertebrates don't have a \_\_\_\_\_.

## 4. What kind of animal are humans? (vertebrate/invertebrate),

(mammal/reptile/bird/amphibian/fish) (carnivore/herbivore/omnivore)

Humans are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ animals.

In this test Questions 1 and 2 are fine. In question 3 I will provide a word bank for the answers:





***Viviparous thorax feathers invertebrates scales animals and plants wet fins backbone***

For question 4 I will tell her to circle one word in each parenthesis and then put the words in the sentence.

**Rubric**

I don't do specific assessment for this student but I think that working with rubrics may be helpful. As I normally don't do it, I consider the example given in your template very interesting and helpful:

**SAMPLE OF EVALUATION GRID**

NAME OF THE STUDENT					
CLASS					
SUBJECT					
UNIT					
<b>GENERAL INFORMATION</b>					
	Students show no interest or engagement with the material				
	Student demonstrates interest in the material with help and supervision of the teacher/adult				
	Student is engaged in learning activities with help and supervision of the teacher / adult				
	Student is engaged in learning activities and is able to work autonomously (for a short period of time)				
<b>POTENTIAL TASKS FOR ASSESSMENT (ADD YOUR OWN ITEMS)</b>					
	Problem solving activities				
	Inclusion with the group work				
	Potential of the student				
<b>RECOMMENDATIONS FOR OTHER TEACHERS</b>					
	Potential skills				
	Areas of interest				
	Areas of improvement				

I will add items according to the different needs I see along the different units.

