

CLIL UNIT: "ANIMALS, OUR FRIENDS"



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1) BACKGROUND. -

SCHOOL CONTEXT: Our school is called "Vicente Aleixandre" and it is located in a middle class district in Ceuta. Our pupils belong different social classes. This makes our framework of reference wider and more flexible, too. We should take advantage of the cultural, social and economic variety.

AGE: This lesson is intended for pupils in the 4th school year of Primary Education.

CHARACTERISTICS: Our session is designed for a group of 23 students. In general, we can say that our students do not have problems with the learning of English.

Regarding their educative level, our pupils are of mixed-abilities; although we can consider that any group of students is mixed-ability to some extent. Considering their social development, the group is quite well joined, without any kind of discrimination. They are restless children, full of energy, and who do not show any disruptive behaviour.

LEVEL: Our students do not reach the lowest level established in the Common European Framework of Reference; due to the fact that they are very young and they are not fluent enough to be measured with that kind of grid. However, our students have some previous knowledge as they have been learning English for at least 6 years. Besides, they are able to understand and produce familiar words and basic sentences related to the school context and their interests, such as expressing likes or dislikes, describing people or things, etc, asking for permission, etc; that is, they can communicate effectively in simple situations.

2) TOPIC

It is a well known fact that children love animals. That is the reason why this unit is focused on this topic, which is part of children's present reality and allow the teacher to lead them to a very important value: love and respect towards animals.

3) GOALS.

- To know different animals and how they live.

- To value the importance of the natural environment for human life,
- To classify animals in the correct category.
- To know and appreciate the abilities of animals.
- To show an attitude respect towards animals.
- To establish dialogues with the peers and the teacher using the vocabulary learned,
- To use the vocabulary learned to describe pictures.
- To know morphological characteristics of animals and what they eat.
- To promote habits of higyene when having a pet.
- To promote respect towards the rights of animals.
- To know about some characteristics of the animals and parts of their bodies.

4) CONTENTS

- Knowledge of different kinds of animals.
- Vocabulary related with the topic of animals (mammals, legs, wings...)
- Classification of animals: Mammals, birds, reptiles, amphibians, fish, insects.
- Animals characteristics and parts of the body.
- Rules to respect Nature and its creatures.
- Oral comprehension and expression in the interactions with the peers or the teacher.
- Simple sentences related to animals.
- Description of images.
- Reading of a short story "Mom and I" (about animals and their babies).
- Elaboration of a Wallchart containing animals pictures and their descriptions.

5) RELATION OF THE UNIT WITH THE BASIC COMPETENCES:

All through this unit, we will deal with all the basic competences, but specially with the following ones:

- Knowledge of the environment: All through this unit, students will acquire some basic ideas about the characteristics of the different groups of animals.

- Cultural and Artistic competence: Students will be provided with pictures to colour, to make the Final Task "Animal Wallchart". Besides, they will play "Scrabble", and so they will have to draw the animals as accurately as possible.
- Social competence and citizenship: Students will assume that animals are part of our daily life; Students will learn how to look after their pets regarding rules of hygiene, affective aspects, etc...
- Digital competence: We will make use of varied websites, and will use the internet to introduce the vocabulary that we need. Children will also play games and have fun using the technological means.
- Linguistic communication: We will try to promote reading (Story "Mom and I"); and we will use the English language to communicate in the classroom. Besides, children will read in Spanish "La declaración universal de los derechos de los animales". Students will also have to learn and use the vocabulary related to the unit.
- Competence in autonomy and personal initiative: We will try to improve the interaction with animals (including their pets).

6) TASKS.

They are varied, meaningful, entertaining but informative. Among them we can find:

- Presentation and revision of vocabulary through flashcards.
- Watch a video in Youtube "Baby Einstein Baby animals" at www.youtube.com/watch?=AB2CdXVKDWs
- Listening of the teacher's explanations while visiting this site: www.sheppardsoftware.com/content/animals/kidscorner/classification/kc_classification-reptiles.htm
- Short reading "Mom and I" (to know more about the animals and their babies).
- Four corners game: In the playground, there are four labels, one in each corner. They say: "Mammals, Reptiles and Amphibians, Birds and fish". The teacher shows a picture of an animal and children will have to run and touch the correct label.
- Pupils mingle the descriptions and the pictures, and they take one. Then they will have to find the pair.
- They will learn a song about animals.
- "Scrabble game".
- Lectura de la Declaración de los Derechos de los animales (Spanish).

- "The Little Scarf game"
- Description of their pets.
- Game: "Guess what"
- Storytelling "The musicians of Bremen"
- Elaboration of a Wallchart with the animals classified in groups and their descriptions.



7) STANDARD MATRIX FOR CLIL UNITS.

Storytelling, songs, writing short messages, games...

8) TIMING

This DU will be carried out through two weeks. It consists of 8 lessons and this would be session number 3. Each session is divided into the following parts: warming up activities, input, practice, reinforcement and out of class activities.

9) METHODOLOGY

These are the four aspects on which the CLIL Approach is based:

- Autonomous learning.

11) ASSESSMENT.-

A) Evaluation stages:

- Initial evaluation: It will be carried out at the beginning of the Didactic Unit to check what students know about the topic.
- Formative evaluation: It will be carried out through the constant observation of the pupils' performances, attitudes and participation in all the activities proposed.
- Final evaluation will take place at the end of the unit through the final task designed for the Unit (The animal Wallchart).

B) Assessment instruments:

- Direct observation in class.
- Personal evaluation sheets.
- Behaviours board and evaluation board.
- Self evaluation worksheets (They think about their own participation, behaviour in class too.
- Co-evaluation: When doing games, crafts, activities or songs, our pupils can be the jury. It is also possible when doing pair-work, too.
- Evaluation criteria.
- The students' portfolio.
- Final task "The animal wallchart".

12) BIBLIOGRAPHY

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SAMPLE SESSION. -

UNIT 6 LESSON 3	ACTIVITY	SKILL	MATERIAL	TIME
WARMING UP	“Animal Song”	Listening	CD	4’
INPUT	Parts of the body rev. Animals classification (mammals, reptiles...)	Listening/ speaking Listening/ reading	Flashcards www.sheppardsoftware.com/content/animals/kidscorner/classification/kc_classification-reptiles.htm	5’ 10’
PRACTICE	Oral questions: “Has it got wings?”... Worksheet “Animals” “The 4 corners game”	Listening / Speaking Writing Listening	Flashcards Worksheet Labels with the name of the animals	8’ 10’ 15’
REINFORCEMENT	Self-evaluation worksheet	Reading / Writing	Worksheet	5’
OUT OF CLASS	Colour an animal and write the description	Writing	Animal photocopies	---

