

INGLÉS

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**DISEÑO Y DESARROLLO DE
UNA UNIDAD DIDÁCTICA DE
AICLE: ANIMALS**

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DIDÁCTICA DE AICLE: ANIMALS***

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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psicopedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, *el módulo de formación básica*, es decir, los conocimientos generales adquiridos a lo largo de la carrera, quedan demostrados al explicar aspectos teóricos, como por ejemplo las características psico-sociológicas de los/las niños/as de ocho y nueve años.

El módulo didáctico y disciplinar, permite enmarcar los aspectos generales y la situación actual de un enfoque moderno, AICLE, para su posterior aplicación en una unidad didáctica concreta. Se incluyen aquí también todos los materiales y actividades creadas para la puesta en práctica de la unidad.

Asimismo, *el módulo practicum* se concreta en la realización de actividades interactivas y motivantes para los/las alumnos/as. Las prácticas escolares me permitieron darme cuenta de que los/las niños/as disfrutaban haciendo cosas por sí mismos, investigando, descubriendo anécdotas curiosas, jugando, utilizando las nuevas tecnologías y trabajando de forma grupal. Por eso he incluido este tipo de actividades en la unidad.

Por último, el módulo optativo se concreta en la utilización del inglés a lo largo del trabajo. La mención que he estudiado ha consistido en el aprendizaje de dicha lengua en sí, así como en su didáctica, es decir, en saber enseñar inglés a los/las niños/as. Ello me ha permitido tener un conocimiento sobre AICLE, así como llevar a cabo el desarrollo del presente trabajo.

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados “Antecedentes, objetivos y cuestiones” y “Conclusiones” así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

Este trabajo consiste en el diseño y desarrollo de una unidad didáctica de AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) para conocimiento del medio. Dicha unidad tiene como tema principal “los animales” y ha sido creada para su aplicación en un aula de tercero de Primaria, con niños de entre ocho y nueve años. Gracias a este enfoque los/las niños/as se sienten motivados, pues realizan trabajos variados, desarrollan su autonomía, investigan, trabajan cooperativamente y utilizan una lengua extranjera en un contexto significativo desde una edad temprana. Además, este enfoque permite ajustarse no sólo a los contenidos curriculares apropiados para su edad, sino también a sus necesidades lingüísticas.

El objetivo fundamental de dicha unidad es que los/las niños/as desarrollen al mismo tiempo unos conocimientos básicos sobre los animales, así como ciertas habilidades lingüísticas en inglés que les permitan describir y clasificar estos seres vivos.

Palabras clave: AICLE; etapas; unidad didáctica; Educación Primaria; animales.

Abstract

This paper includes the design and development of a CLIL (Content and Language Integrated Learning) unit for a third grade classroom. This unit has been designed for Science and its main topic is “animals”. CLIL promotes the use of a foreign language in a meaningful context from an early age, which helps children develop autonomy, investigate, and work cooperatively. To reach this CLIL focuses on both content and language learning, accommodating them to students’ needs.

These unit aims at this unit are developing general knowledge about animals and developing some linguistic skills in English that enables students to describe and classify these living beings.

Keywords: CLIL; stages; didactic unit; Primary Education; animals.

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1. ANTECEDENTES, OBJETIVOS Y CUESTIONES

1.1. Introducción del tema o propuesta

AICLE es un acrónimo que significa “Aprendizaje Integrado de Contenidos y Lenguas Extranjeras”. El objetivo fundamental de este nuevo método es enseñar una asignatura como “conocimiento del medio” o “plástica” en una lengua extranjera, y por tanto diferente a la materna de los/las alumnos/as. En otras palabras, gracias a AICLE, los estudiantes adquieren dos competencias al mismo tiempo: por un lado aprenden contenidos de una asignatura específica, y por el otro adquieren habilidades lingüísticas en una lengua extranjera.

El objetivo fundamental de este proyecto es llevar a cabo el diseño y la creación de una unidad didáctica centrada en el tema de los animales utilizando este enfoque. Para ello, en este trabajo se especifican y explican todos los pasos necesarios para su elaboración. Al mismo tiempo, se incluyen plantillas con las actividades diseñadas para cada sesión, así como los materiales necesarios para su puesta en práctica. Por tanto, quien lea este proyecto no sólo entenderá qué es AICLE y cuáles son sus beneficios, sino que tendrá a su disposición una unidad aplicable en un aula de tercer curso de Primaria para el área de conocimiento del medio.

A continuación, se especifican los contenidos incluidos en cada parte del trabajo, lo que facilitará su lectura y comprensión:

- En “Antecedentes, objetivos y cuestiones”, se plantea y describe el tema principal del proyecto, así como su objetivo fundamental. Del mismo modo, se explica la estructura que tiene el trabajo.
- En “Theoretical framework: theoretical principles and teaching implications”, se explica qué es AICLE, y se detalla cuál es su situación actual. También se aporta una justificación de la importancia y eficacia que esta unidad didáctica tiene para los/las niños/as de ocho y nueve años.

- En “Materials and methods”, se especifican las características psico-sociológicas y lingüísticas de los/las alumnos/as de esta edad. También se incluyen los objetivos de la unidad didáctica extraídos del currículo de Navarra, y todos los pasos necesarios para la realización de una unidad didáctica de AICLE.
- En “Results and discussion”, se proporcionan todas las sesiones que forman parte de la unidad didáctica, en las que las actividades son explicadas. Además de esto, en esta sección se incluye una defensa de la unidad didáctica creada.
- La parte “Conclusión”, abarca una reflexión de AICLE y de las unidades didácticas basadas en este enfoque, y más específicamente de la unidad didáctica desarrollada.
- En la sección “Appendixes”, se adjuntan todas las actividades y materiales necesarios para poner en práctica esta unidad didáctica.

1.2. Sentido y vinculación con los contenidos del Grado de Maestro en Primaria

A través del estudio de un grado se pretende que los/las alumnos/as adquieran ciertas competencias básicas que les permitan desarrollar su labor profesional. Varias de las competencias fijadas para Magisterio quedan reflejadas en el presente trabajo:

- *Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.* El área de estudio en el que se centra este trabajo es la enseñanza del inglés, y concretamente en el uso de un nuevo enfoque aplicable a dicha enseñanza, AICLE. El desarrollo del presente trabajo demuestra mi nivel de conocimiento en esta área.
- *Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.* Además de conocer los aspectos teóricos de AICLE, este proyecto incluye una unidad didáctica basada en el mismo, lo cual demuestra mi capacidad para aplicar dichos conocimientos en mi futuro puesto de trabajo.
- *Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.* Esta competencia queda demostrada en la sección denominada "State of the art", donde se recogen datos e información de diferentes fuentes para defender la idea de que AICLE es un enfoque óptimo y útil para los/las niños/as.

- *Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.* A lo largo de este trabajo se transmite información acerca de AICLE y su aplicación a una unidad didáctica concreta. Las ideas son claras, y pueden ser entendidas tanto por un público especializado en este campo, como por un lector interesado en el área educativa que se aproxime por primera vez a AICLE. Ello es posible gracias a la transmisión clara de la información a lo largo de todo el texto.
- *Conocer las áreas curriculares de la Educación Primaria, la relación interdisciplinar entre ellas, los criterios de evaluación, y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos.* La unidad didáctica planteada ha sido diseñada partiendo del currículum de Navarra, aplicando tanto los contenidos propios de la asignatura de conocimiento del medio, como sus objetivos y criterios de evaluación. Por otro lado, la relación interdisciplinar de las áreas queda reflejada en dicha unidad didáctica en cuanto a que se plantean actividades propias de otras áreas diferentes a conocimiento del medio, tales como plástica o tecnología.
- *Diseñar, programar y evaluar procesos educativos, de forma individual.* Esta competencia queda reflejada en la elaboración de una unidad didáctica original para conocimiento del medio y en la planificación de su proceso de evaluación. Además, han sido diseñados todos los materiales para su puesta en práctica.
- *Razonar sobre las prácticas innovadoras del aula en aras a mejorar la labor docente.* Esta competencia queda reflejada en cuanto a que este trabajo está basado en un enfoque innovador, que es AICLE. Dicho enfoque supone una mejora en la calidad del proceso de enseñanza-aprendizaje, y por lo tanto, implica un enriquecimiento de la labor de los/las maestros/as.
- *Conocer los objetivos, los contenidos curriculares, el significado de las áreas y la organización, la metodología y los criterios de evaluación de la*

Educación Primaria. Esta competencia queda reflejada en la siguiente parte del trabajo, “Links with the Primary School Curriculum” (Sentido y vinculación con los contenidos del Grado de Maestro en Primaria), donde se explica el vínculo entre la unidad didáctica creada y el currículo oficial de Navarra.

2. THEORETICAL FRAMEWORK: THEORETICAL PRINCIPLES AND TEACHING IMPLICATIONS

2.1. Link with the Primary School Curriculum

The legislative framework that guides the education in Navarra is the Royal Decree 23/2007. It defines the objectives and contents that children must learn during Primary Education. There are five main areas for primary children within this decree, and one of them is Sciences, in which the created didactic unit is based.

The unit that is going to be deeply described in this project is connected to the school curriculum of Navarra in many ways.

First of all, this unit has been designed to be taught in English, using an approach called CLIL (Content and Language Integrated Learning). This approach is suitable for primary students because in the area of languages the curriculum states that:

“También se ha llevado a cabo, en los últimos años, la implantación y la enseñanza de contenidos en inglés, que tiene como objetivo fundamental contribuir a reforzar el aprendizaje de idiomas de los alumnos y alumnas porque:

- amplía las posibilidades de uso de lenguaje en situaciones más variadas,
- refuerza además el aprendizaje de contenido de diversas materias curriculares,
- da finalidades más realistas al uso del idioma-éste se usa de modo más práctico ya que implica realizar actividades de audición, lectura, etc., referidas a temas que pueden interesar a alumnos-.”

In this paragraph, taken from the Royal Decree 23/2007 it is said that there has been a boost of the CLIL approach in the last years due to its benefits. Some of them are that it enables children to use the foreign languages in varied

contexts, that it enforces the learning of content-areas, and that it promotes more realistic uses of the languages.

Secondly, and regarding the contents, the main topic of the didactic unit developed in this project is “animals”. Within the official curriculum, this topic is included in the subject known as Sciences. If we focus on the contents for the second cycle of Primary Education, there is a section called “the diversity of living beings”, in which students have to learn about the vertebrates and invertebrates, and about the basic characteristics and classification of birds, mammals, reptiles, fish, and amphibians. This is the content included in my didactic unit. But I went a little bit further and I also included a small explanation of animals’ diet and their habitats.

Finally, the official curriculum includes many objectives for each subject. These objectives must be developed in the whole Primary Education, so some of them are included in the designed unit, such as: taking part in group activities having a responsible behavior, planning and carrying out projects, using the new technologies, etc.

To sum up, the use of CLIL in the design of this didactic unit is justified by the school curriculum of Navarre, because it supports the importance of learning foreign languages now that we live in an interrelated world. The use of CLIL is also justified because it allows students to use the foreign language in varied and realistic contexts, and because it reinforces the learning of curricular contents. Furthermore, the contents are also linked to the curriculum, since the students learn what the curriculum states. Ultimately, some of the Primary curriculum objectives are included too, contributing to the achievement of all the final goals for this stage.

2.2. State of the art

The term CLIL appeared in 1990's and according to Marsh (2002) it refers to settings where subjects are taught through a foreign language with a dual-focused aim. These two aims are the learning of both, the foreign language, and the subject content.

There are many reasons to claim that CLIL approach is effective and useful within educational contexts.

First of all, this new approach brought the disappearance of the traditional ways of teaching foreign languages, by an innovation that will result in an improvement of the teaching-learning process. This innovation implies the development of the four skills (speaking, listening, writing, and reading) with a more contextualized and real use of the foreign language, which allows children to be more exposed to the particular language without requiring the addition of extra hours. In other words, they are learning a foreign language in a meaningful context, using it from a very early age and with a purpose.

The fact of using a real context for learning a new language makes students access to a subject-specific language terminology that they will not acquire in another way. This means that learners are taught very specific-content vocabulary that they would not learn if CLIL was not used.

Secondly, children are really motivated since through CLIL, they develop their autonomy, they carry out different kind of activities, they make projects, they work cooperatively, they do research, they develop intercultural interest, they use the new technologies, etc. Ultimately, they learn in a naturalistic and engaging way, since they take risks and experiment with the foreign language. This make students progress more quickly and solidly.

Thirdly, and focusing on cultural reasons, Steve Darn [Disponible en (7/05/2013): <http://www.teachingenglish.org.uk/articles/content-language-integrated-learning>] claimed that CLIL is being introduced in our schools because “with the expansion of the European Union, diversity of languages and the need for communication are seen as central issues”. This opinion is also

supported by the official curriculum of Navarre, that states that the CLIL approach is beneficial now that we live in the European Union, where many languages are talked. Thinking about Europe's reality, there are around sixty-three languages within this zone. This situation explains why the European Commission has been working for bilingualism since 1990. It is absolutely necessary to learn more languages that facilitate and promote:

- personal and professional movements around Europe
- learning and enriching with new cultures
- understanding each other

Besides, numerous research studies have been conducted in which the benefits of CLIL for foreign language learning have been claimed. For instance, in a research study carried out by the CLIL expert Coyle (2007), she defended that CLIL programmes improve learners' proficiency levels compared to that of learners in non-CLIL programmes. Because of that, CLIL has been considered an optimal solution to the need of better education quality, and has been considered as a unique opportunity for acquiring a better command of language, giving the successful results obtained in some countries, such as Netherland or Poland. (Navés, 2009).

To finish, and focusing on Spain's reality, the use of the CLIL approach is absolutely recommended. In the case of Spain, several studies (European Commission, 2005; Eurydice, 2006), reveal that Spaniards have very low of foreign languages competences, especially compared to other European citizens like Finnish or Germans. According to a European Commission (2005) report, 64% of Spaniards are monolingual, in other words, they are just able to speak one language, their own mother tongue. This is far away from the European goal of speaking three languages (the mother tongue and two more foreign languages) [Available in (25/05/2013): http://ec.europa.eu/public_opinion/archives/ebs/ebs_243_en.pdf]. This is a justified reason for developing CLIL programmes in Spain.

To sum up, using the CLIL approach has a lot of benefits for students, not only because it is motivating for them, but also because it helps them to acquire a high-quality education, being more prepared for their future professional and

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personal lives. Furthermore, CLIL helps to achieve the European goal of speaking three languages, from which Spaniards are very distant.

3. MATERIALS AND METHODS

3.1 Contextualization

This didactic unit has been designed to be taught in a third grade classroom, with eight and nine year-old children. That is why this section describes the cognitive, linguistic and social characteristics of this target group. Being aware of these features is utterly important when developing a CLIL unit because they have an influence in the kind of activities and tasks that a teacher creates.

According to Piaget (1947), children at these ages are in the *concrete operational stage*, when the egocentric sense disappears resulting in the ability of understanding more than one point of view (Benaroch, 2012). Because of that, there are many group and couples activities in the didactic unit. This kind of activities makes them work cooperatively, and listen and understand other ideas. Within their group, they need to talk, to express their ideas, to listen, and to reach an agreement if they want to achieve a particular goal. In other words, they have to work together. However, even if they start having more relationships with other classmates, children at this age do not really understand nor interiorize the meaning of friendship.

On the other hand, eight year-old children like to work on their own too, without vigilance, because it makes them feel more mature. This is a good moment for developing the autonomy in them. That is why there are also individual activities along the didactic unit. One specific activity that can promote this feeling in students is the creation of personal dictionaries. Students have to create their own dictionary in which they have to add some words each day. These dictionaries are for their own benefit, since it will help them understand the whole unit. Moreover, they have the autonomy of deciding whether they want to draw the definition, or to write it down.

As for their worries, third-grade kids think that the school is the most important issue around them, and the rest of things are almost trivial. Because of this, they are really motivated and they want to go out to the blackboard and participate in all the activities in class. This enthusiasm for learning makes that they accept

almost all the topics taught in the school. However, if children have a real interest on the chosen topic, they will be still more motivated.

Besides, the teacher becomes the most important adult figure for them. Because of that, it is fundamental that teachers are good role models with their routines, daily activities, and behaviours. It is the time for these children to learn about good learning habits, and most times they do it by imitating their instructor.

Regarding their language skills, children who are eight or nine have a very developed linguistic system, but they still continue improve their oral comprehension skills. Because of this, it is considered that at this age, children are able to acquire new concepts. This is a key reason for using the CLIL approach, since learners are ready to acquire new vocabulary, even in a foreign language. Their writing and reading abilities are more or less developed, that is why these kinds of activities are included in the didactic unit. However, their level cannot be the same as if they were using their mother tongue, since kids do not have the same language skills in their first and in the foreign language. Consequently, the created didactic unit includes scaffolding in these kinds of activities, making students to think about what they have read and written. In order to improve their four skills in the foreign language, there are varied activities and tasks in which children are asked to read, to listen, to speak, and to write within the whole didactic unit.

To sum up, eight and nine year-old children are usually motivated at school, since it is one of their priorities, and they accept all activities proposed by the teacher, their main figure at the moment. Nevertheless, if they are interested in the chosen topic, they will increase their motivation still more. Regarding their social life, they start to spend more time with their classmates and to understand others' point of view. This is why it is important to design group and couples activities within a didactic unit. Finally, and regarding their language skills, they are almost developed, but they still have to improve them. Consequently, teachers have to create activities that enable them to progress in their reading, listening, speaking, and writing skills.

3.2 Objectives

The developed unit is for Sciences. This subject is being taught in English quite frequently in many Spanish schools. Specifically, it has been designed to be used in a third grade class, and the main topic is “animals”. The unit is based on the Primary objectives appearing in the school curriculum of Navarre and more concretely, in the Sciences section. These are the objectives aimed at the official curriculum:

- Developing comprehension and speaking skills in a foreign language, both orally and in written. Learners must be able to understand texts that fit their level, and also to use specific vocabulary related to the topic under study. This goal is pursued along the whole didactic unit.
- Taking part in group activities, having a responsible behavior, and respecting the basic democratic principles. This is pursued in group activities that students must carry out along the didactic unit.
- Planning and creating projects, and being able to identify and solve doubts and problems for it. To achieve this, they have to be able to use searching strategies, making use of the classroom library or new technologies. This is manifested while learners create their final projects, in which they have to look for some information in order to complete the required data.
- Identifying the main elements in the natural environment, analyzing their most important characteristics. This goal is achieved throughout the study of the most important features of different habitats.
- Analyzing the impact of human activity on the environment, being critical and acquiring a proper behavior in protecting the nature. This goal is pursued thanks to a book about recycling that the teacher reads in the classroom and through to the discussion that it entails.

These objectives, that are very general and that have their base on the school curriculum of Navarre, have been used in the design of the didactic unit. However, other more specific objectives have also been included. They are the following:

- To understand that learning can be achieved in a foreign language

- To understand the concept of animals as a living beings
- To be able to classify animals according to their internal bones, physical characteristics, diet, and habitats
- To identify different parts of animals' body
- To classify animals according to their diet
- To respect animals and the environment around us

3.3 Design

After having explained the benefits of CLIL, this section includes an explanation of the necessary steps to create a didactic unit based on CLIL.

As many teachers would agree, creating and putting CLIL didactic units in practice is not easy at all. In fact, it can be very challenging for many instructors. However, it is worth it taking into account all the benefits that this approach has for students (for instance, contextualized use of the foreign language, early use of the target language, better preparation for students' careers, etc.).

The six steps that any teacher has to follow in order to create a CLIL didactic unit are now described. Each stage is linked to the didactic unit appearing in this project.

- Stage 1: A shared vision for CLIL
- Stage 2: Analysing and personalizing the CLIL context
- Stage 3: Planning a unit
 - Step 1: considering content
 - Step 2: connecting content and cognition
 - Step 3: communication – Defining language learning and using
 - Step 4: developing cultural awareness and opportunities
- Stage 4: Preparing the unit
- Stage 5: Monitoring and evaluating CLIL in action
- Stage 6: Next steps – Towards inquiry-based professional learning communities

Stage 1: A shared vision for CLIL

This stage is very important. It is the one in which the teachers show their conviction that CLIL is a marvellous and a useful programme. Teachers must have some reasons to support why they want to use this approach to teach their subjects. That is why they set their own goals at this point.

I am totally convinced that CLIL is a useful approach, and I have evidenced my opinion with theoretical support. Some of the reasons that help me to agree with this idea are:

- Students are learning two things at the same time, so they are saving time
- Students will be better prepared for university and their future careers
- Students will be better prepared for real life, since today, many people have to travel not only because they like to, but also for economic reasons
- Learners will be prepared to read academic texts written in a language different from their own mother tongue

The main objectives that will be achieved thanks to the planned didactic unit are the following:

- Achieve the same goals as if students were studying the subject in their own language
- Enrich their vocabulary in the foreign language
- Improve learners' ability to read and communicate in a foreign language
- Challenge learners in order them to resort to their high-order thinking skills
- Increase their engagement in the learning experience
- Motivate students by the new language and the new content
- Interact and benefit from others' experiences and knowledge
- Become the protagonists of their own learning thanks to their active stare in the classroom

In a school, all the teachers who teach a specific subject in a foreign language have to agree as much as possible, setting more or less the same general aims for all students. In order this to happen, we need to cooperate and to communicate very frequently, sharing our ideas, plans, doubts, etc.

Stage 2: Analysing and personalizing the CLIL context

In order to successfully include a CLIL didactic unit in a school, a teacher needs to know about that school first. Now, a description of the school in which this didactic unit will be introduced is going to be added.

This is a semi-private and bilingual school, where languages are one of the first priorities. That is why students have some classes in English. Contrary to other schools in Spain, this one offers the opportunity to use a CLIL programme, since some subjects and curricular contents are taught in English. These subjects are: Arts, PE –Physical Education-, Technology, and Science (in which the designed didactic unit is inserted).

Regarding the staff, there are ninety-two teachers in the whole school, and within this number, we can find thirty-three who teach in Primary. Five of them are English native-speakers: one in each level. However, the vast majority of language teachers are Spanish, although all of them have a good English command and are able to use the CLIL approach satisfactorily.

Regarding the infrastructure, the school has a lot of facilities. Those ones that are especially important for the CLIL programme are the following ones:

- A lot of classrooms that are decorated with posters and words in English, which make students perceive that this language is very important at the school. But not only in the classrooms; as well as that, we can find many posters with vocabulary in English on the corridors' walls. Moreover, almost all the placards in the school are both in Spanish and in English.
- Digital boards in all the classrooms that let us do interactive activities. The digital board is frequently used in the created didactic unit.
- Computers which are very useful to do some specific tasks. The didactic unit also includes activities in which not only the teacher, but also the students have to use a computer.
- A computer lab where students can look for their own information or to access specific web pages. Students have to do a final exercise in the computer lab at the end of the didactic unit.

Another aspect that is very important in this school, apart from languages (especially English), is the animal kingdom. The school has a very big patio where you can find some animals such as: chickens, parrots, rabbits, etc. Everybody in the school has to respect and protect them. That is why “animals” is the chosen topic for this unit, so students can learn more things about animals and their protection. This way, two concepts that have a great emphasis in this school are being introduced in the didactic unit: English and animals.

As for the class in which the didactic unit is going to be used, it has twenty-five students (12 girls and 13 boys). All of them have a similar English level, so one assumes that all learners will be able to successfully do all the activities and tasks that are planned. This is a little bit unrealistic, and it will probably not happen in a real classroom. It is likely to find some students who have more difficulties with the foreign language, or who may have behaviour or learning difficulties. In these cases, teachers have to adapt all the materials and activities to their special needs.

Stage 3: Planning a unit

This stage is the most important and the most detailed one when preparing a didactic unit. This process will result in a mind map in which various elements, known as the 4Cs, are detailed. These four Cs, content (the theme), communication (the use of the language), cognition (different levels of thinking requirement), and culture (cultural involvement), are the baseline for this or any CLIL unit. From here, a teacher must create a whole didactic unit, integrating concepts and ideas for each of the elements.

The four Cs are very important while creating a lesson plan and it is necessary to integrate them as a whole. They cannot work on their own.

Step 1: Considering the content

Content is what initially guides the whole planning for a didactic unit. Deciding the topic is the first step to create it. Content is the topic, the new knowledge that students are going to acquire through all the lesson plans, and also the skills and the understanding they will develop thanks to this new knowledge.

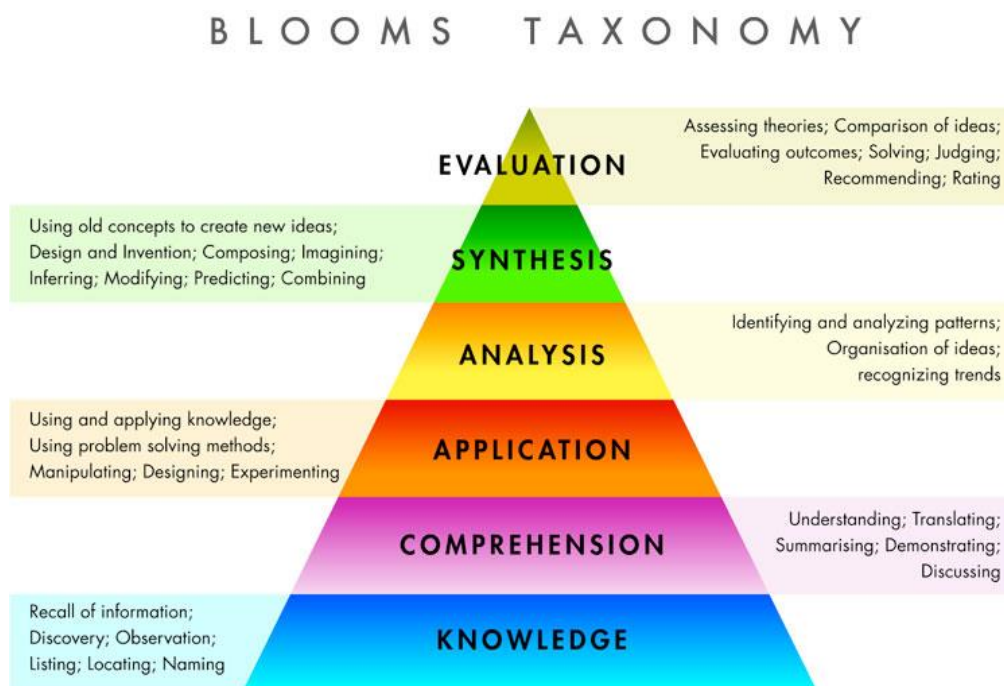
In my own didactic unit, the general content that students are going to learn about is “animals”. More specifically, they will study vertebrates and invertebrates, mammals, reptiles, amphibians, birds, fish, animals diet, and animals habitats.

Step 2: Connecting content and cognition

In this step the content is joined with the thinking skills, problem solving skills, and students’ creativity. Cognition is the metalinguistic form in which the different challenges are taught. It also means how students are going to cope with all the challenges involved in a unit. In other words, cognition is “the mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment” [Available in (6/05/2013): <http://www.thefreedictionary.com/cognition>].

Some challenges will be more difficult, and some will be easier. This means that students have to be prepared to solve both higher-order and lower-order thinking activities. The kind of activities involved in these low and high-order thinking are summarized in the following picture.

This picture shows the classification of learning objectives created by a committee of educators chaired by Benjamin Bloom, an American educational psychologist, in 1956. The words outside the pyramid, give us ideas for creating activities with different levels of thinking requirement. The easiest ones are those that belong to the lowest part: knowledge. Meanwhile, the most difficult ones are those included in the highest part: evaluation.



Picture 1: Blooms Taxonomy, taken from:

http://www.mybrightbox.co.za/blooms_taxonomy.html

CLIL approach has been designed for students to create their own knowledge. The old methodologies in which the teacher was the owner of knowledge who transmitted it to their students are obsolete. This does not mean that the teacher is not important in the teaching progress; contrarily, he/she has to be a helper for students, especially if they are young, as in this case.

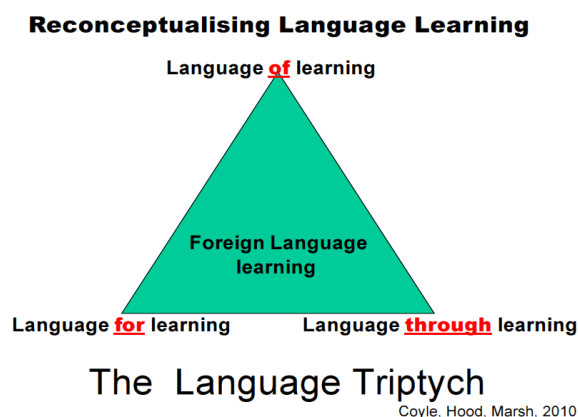
So, in the created didactic unit students will do many activities targeting various levels of Bloom's Taxonomy (such as matching, sorting out, filling the gaps, writing their own text, True/False statements, etc.).

Step 3: Communication. Defining language learning and using

In this step the content and the cognitive demands are linked with communication. Communication refers to the kind of language that students are going to learn and use along the whole unit. Marsh describes this step as "learning to use the language and using the language to learn" [Available in

(31/05/2013): <http://www.tieclil.org/html/products/pdf/%201%20UK.pdf>], since students are learning new concepts and a foreign language at the same time. This means that not only learning the subject concepts is important now. Students also have to improve their grammar and vocabulary acquisition. The language that students are going to use in the classroom can be represented in the Language Triptych. This is a triangle in which the language *of* learning, the language *for* learning, and the language *through* learning are joined. Now, a brief explanation of what these three words are will be included:

- *Language of learning*: It is what language learners will need to access to new knowledge and understanding all the concepts. In the case of my didactic unit, this will be the key vocabulary related to animals, habitats, nutrition, etc. As well as that, the linguistic structures they need to describe animals, such as the Present Simple, are included in this section.
- *Language for learning*: It is the most important element for success in a CLIL class. This is the language that students need during the lessons in order to carry out all the planned activities satisfactorily. In this case, my students will need a specific vocabulary and grammar (Present Simple of verbs “to be”, “to have”, “to appear”, etc.) that enable them to carry out and to present the project that they will do at the end of the didactic unit.
- *Language through learning*: it is the new language that will appear along the teaching-learning process. Obviously, not all the CLIL language needed can be predicted or planned. We have to be aware that new language will appear along the unit.



Picture 2: The language triptych, taken from:

<http://clilingmesoftly.wordpress.com/clil-models-3/the-4-cs-model-docoyle/>

The designed didactic unit is going to be focused on vocabulary about animals (animals' names, the five kingdoms, habitats, nutrition, vertebrates and invertebrates, parts of animals' bodies, life cycles, etc.). As well as that, students will be able to describe animals' characteristics, so they will study some adjectives and the Present Simple of some verbs (for instance: to be, to appear, to eat, to live, etc.).

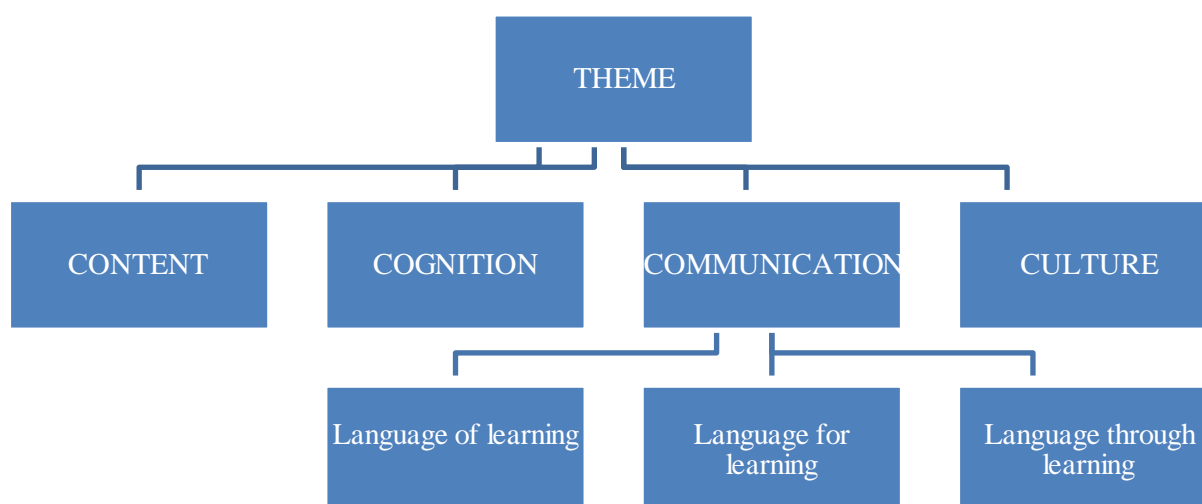
Step 4: Developing cultural awareness and opportunities

Culture is also known as the “forgotten C”, because teachers sometimes forget to include cultural things in their lesson plans. However, cultural contents are very important, since students can enrich themselves a lot. We need to be aware of the plurilingual and pluricultural movements existing nowadays. And this is especially important when we are studying a new language. Students are curious, and they like knowing curiosities about other places. This kind of knowledge makes them have an international understanding and be more respectful with those ones who are different from us. Moreover, they learn much more about themselves.

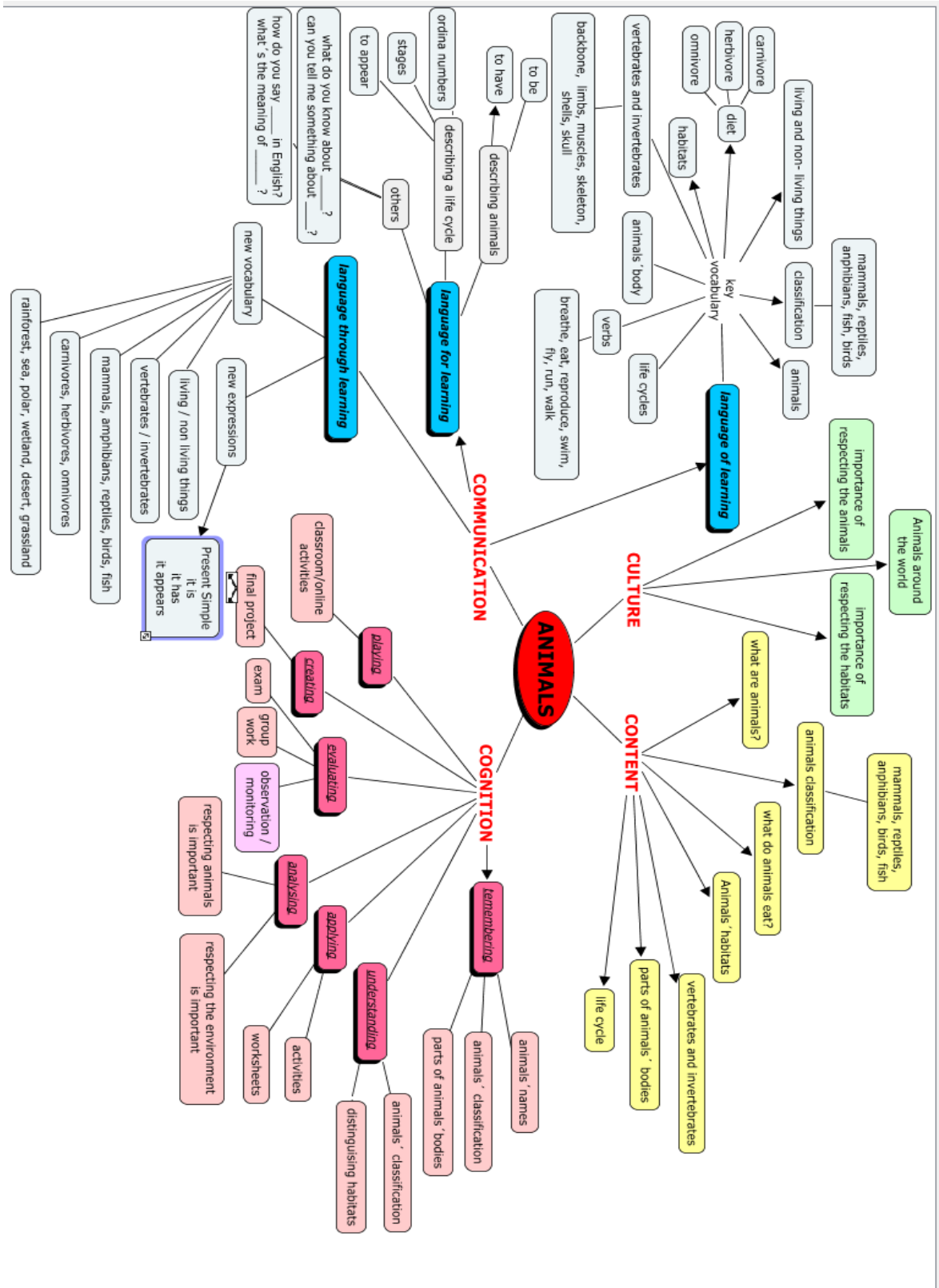
In my own didactic unit, students will see how animals live around the world and what animals are typical from North America, South America, Africa, Asia and Oceania. Apart from that, students will learn about the protection of pets and wild animals.

As it is said before, the four Cs have to be integrated in a didactic unit. We usually represent them in a mind map like this one.

Table 1: The four Cs



Little by little, different items are included in each of the 4 Cs, giving a sense to the mind map and ultimately, to the didactic unit. Now, the mind map of the didactic unit presented in this project will be included, in which the four Cs are incorporated.



Picture 3: Mind map of the created didactic unit

Diseño y desarrollo de una unidad didáctica de AICLE: animals

Before going to the next stage, a table with the main aims, the criteria for assessment, the teaching objectives, and the learning outcomes for the created didactic unit is going to be included.

- GLOBAL GOAL: Develop a general knowledge and understanding about animals and develop productive and comprehensive communication skills (both orally and in written) in English at the same time
- UNIT: Animals
- LEVEL: 3rd grade
- TIMING: 13 hours

Table 2: Summary of my own didactic unit

Aims
<ul style="list-style-type: none"> - To understand the concept of animals as living beings - To be able to classify animals according to their internal bones, physical characteristics, diet, and habitats - To identify different parts of animals' body - To classify animals according to their diet - To identify some habitats - To respect animals and the environment around us - To understand that learning can be achieved in a foreign language - To be able to take part in a group activity having a proper behaviour and accepting the democratic rules -To use the new technologies in order to look for information
Criteria for assessment

Teacher, peer-and self-assessment process will be used to assess how well learners:

- Distinguish between living and non-living beings
- Distinguish between vertebrates and invertebrates
- Understand the animal classifications according to their physical characteristics
- Distinguish between carnivores, herbivores, and omnivores
- Distinguish different animal habitats
- Learn the planned vocabulary and grammar structures
- Use the foreign language

Teaching objectives

(what I plan to teach)

Content

- Characteristics of animals as living beings
- Distinction between vertebrates and invertebrates
- The animals classification (mammals, reptiles, amphibians, birds, fish)
- Animals diet (carnivores, herbivores, omnivores)
- Animals habitats (rainforest, desert, polar, oceans, wetland, grassland)
- Parts of animals' bodies
- A life cycle

Cognition

- Provide learners with opportunities to understand the key concepts and apply them in different contexts
- Enable learners to classify animals in different kingdoms; in vertebrates and invertebrates; and in carnivores, herbivores, or omnivores

- Encourage knowledge transfer about living beings and predictions using visual images
- Vocabulary building, learning and using
- Arouse learner curiosity

Culture

- Identify animals from different countries around the world
- Arouse learner respect for animals and environment
- Understand the differences between some habitats and others around the world
- Understand that they can learn, no matter which language they are using

Communication

<u>Language of learning:</u>	<u>Language for learning:</u>	<u>Language through learning:</u>
<p>Key vocabulary: animals (a lot of vocabulary), classification (mammals, reptiles, amphibians, fish, birds), animals diet (carnivores, herbivores, omnivores), habitats (rainforest, grassland, polar, desert, ocean, wetland), parts animals' bodies (peak, wings, feathers, scales, fur etc.), verbs of movement (to walk, to run, to swim, to fly), verbs for describing (to be, to have), life cycles (frog), present simple, describing animals</p>	<p>Asking each other: What do you know about...? Can you tell me something about...?</p> <p>Describing and classifying animals depending on their physical characteristics, what they eat, where they live, etc.</p> <p>Describing a life cycle</p> <p>Other: how do you spell ...? How do you say ... in English? What's the meaning of ...? What does ... mean?</p>	<p>Distinguish language and vocabulary needed to carry out activities</p> <p>Retain language revised by both the teacher and learners</p> <p>Make use of group explanations</p> <p>Record, predict and learn new words which arise from activities</p>

Learning outcomes (What learners will be able to do by the end of the lesson)
<p>By the end of the unit students will:</p> <ul style="list-style-type: none">- Understand what animals are, and distinguish them from other living beings- Distinguish between vertebrates and invertebrates- Classify animals in the five groups of animal kingdoms- Be able to identify what animals eat- Learn about animals habitats- Learn vocabulary about animals and the parts of their bodies- Understand a life cycle- Be able to express their ideas about animals in English- Be able to do a research for their final project- Be interested in the protection of wild animals and pets- Be able to work cooperatively, sharing their ideas and reaching to an agreement

Stage 4: Preparing the unit

In this stage the mind map is transformed into activities, tasks, materials and resources. This stage involves a careful distribution of all the knowledge that students have to acquire in some lesson plans.

All the lesson plans included in the didactic unit would be attached in this part of the project. However, they are not going to be introduced in here because they are going to appear in another part of the paper (in "Results"). Instead, a small table with the lesson plans titles will be attached. The didactic unit is going to last fourteen days, so about three weeks, taking into account that this didactic unit is going to be taught every day.

Table 3: Lesson plans in my didactic unit

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAY 1 What are living and non- living beings?	DAY 2 Vertebrates and invertebrates	DAY 3 Can vertebrates be classified?	DAY 4 What do you know about mammals?	DAY 5 What do you know about reptiles?
DAY 6 What do you know about amphibians?	DAY 7 What do you know about birds?	DAY 8 What do you know about fish?	DAY 9 What can you remember?	DAY 10 What do animals eat?
DAY 11 Where do they live? Let's save their home	DAY 12 Final project	DAY 13 Final project	DAY 14 Let's check your knowledge	

Stage 5: Monitoring and evaluating CLIL in action

This stage has nothing to do with evaluating or assessing students. This is an assessment of the teacher's job. This stage is done to evaluate if the didactic unit has been successful or not, and if the planned goals have been achieved. This is very useful since teachers can learn from their own mistakes and can do it better the next time they use that particular didactic unit. This can be easily done by a checklist that we can create ourselves.

Now, a checklist that could be used for all the CLIL didactic units is going to be included. Of course, this could be only used if one has developed the didactic unit in a classroom, in a real context. This checklist was created by Coyle, Hood, and Marsh in 2010.

CLIL Unit Checklist	
CLIL Theme: _____	Date: _____
Unit of Work: _____	Class: _____
Clarifying global goals, teaching aims and learning outcomes	
<input type="checkbox"/> Are the global goals embedded in the unit planning?	

- Are the teaching aims clear?
- Are the learning outcomes defined? Which ones can be measured? How?

Content

- Have I considered how to scaffold content learning?
- Are my presentations of new content clear?
- Is the content accessible?

Language/Communication

- Are the students involved in using language?
- Are students involved in learning language? Are there adequate opportunities for them to practice the new language structures?
- Are my instructions clear?
- Are the questions I ask at the appropriate level? Do the questions relate to cognitive demands?
- Have the students got adequate vocabulary/language to answer my questions?
- Are my presentations of new concepts clear?
- Have I planned language of learning?
- Have I planned language for learning?

Cognition/thinking

- Are the questions/problems to be solved at the appropriate cognitive level?

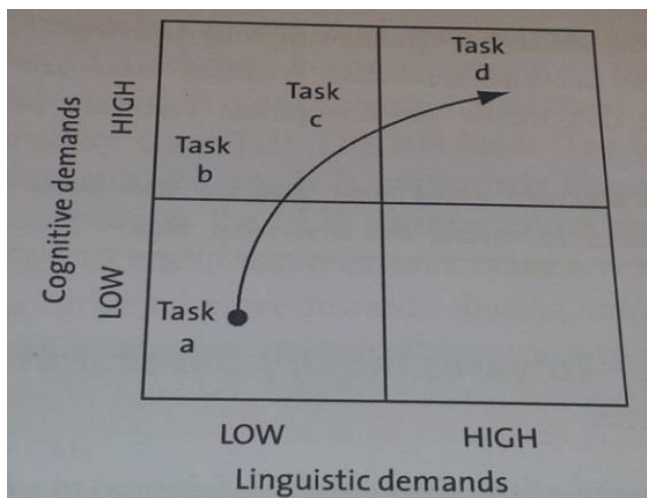
- Have I considered how I can ensure that the learners progress cognitively and how I can measure this progress?
- Are there ways to assist learners in developing a range of strategies through the CLIL language?

Culture

- Have I thought about the contribution that this unit makes to changing classroom culture (e.g. from arguing or not taking account of others' views to listening and managing differences of opinions)?
- Have I considered how the theme of this unit can promote awareness of cultural difference/global citizenship?
- Have I identified opportunities that are now available for me to develop a pluricultural perspective on what I am teaching because I am using the medium of another language?
- Have I identified opportunities in this unit which encourage curriculum links? Can we communicate with and work alongside learners from other countries?

Picture 4: Checklist for CLIL, from: Coyte, D., Hood, P. and Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press

After filling in this checklist, teachers can find some weak points that they must change if they want to use their didactic unit again. A common weak point that many teachers usually find is to uniformly develop both the language and the concept awareness. It is not easy to teach a particular content and a language at the same time. In order to solve this problem, they can resort to Cummins' work (1984).



Picture 5: development of tasks difficulty, by Cummins (1984)

This image represents the gradual evolution of the difficulty in the planned activities. First of all both cognitive and linguistic demands are low. However, there is a gradual increase in the difficulty of the tasks until both demands are high.

The representation of Cummins' work would be the following:

- Task A: no new vocabulary and basic activities
- Task B: a few new words and more demanding tasks
- Task c: a lot of new vocabulary and more difficult tasks
- Task D: high demanding tasks, both in language and in content

Teacher must have this into account before preparing their didactic unit, so the difficulty of the tasks increases in a gradual way. This makes students not to feel lost, since there is a gradual evolution in the complexity of all the activities. This fact is very important and that is why it is included in the didactic unit developed in this project.

Stage 6: Next steps: Towards inquiry-based professional learning communities

This is a final stage in which CLIL teachers share their knowledge and experiences about the CLIL approach with their colleagues. This means that they build a professional learning community where everyone is not only a teacher, but also a learner. Teachers need to be aware that they are still learning, since new methodologies and approaches like CLIL, are being developed. The sharing of teachers' experiences will develop an optimal learning environment where teachers work together, collaboratively. In other words, teachers support each other by working cooperatively. As Hargraves (2003, p. 84) aimed, "one of the most powerful resources that people in any organization have for learning and improving is each other. Knowledge economies depend on collective intelligence and social capital". It is extremely important that CLIL teachers agree on how this approach has to be used within a school and that they work towards the same goals.

This sixth stage can be put into practice thanks LOCIT (Lesson Observation and Critical Incident Technique). This consists on building up and sharing teachers' practice. The typical way of doing it is filming a whole lesson that a teacher considers successful in order to share it with other workmates later. Once the lesson has been recorded, teachers will see it together in order to reflect about the lesson and for developing a useful discussion. A huge reflection is demanded at this point. Then, teachers will edit the recording and will compare the edited versions. This enables teachers to improve their teaching techniques. But we can also share these videos with students, which will let them to think about CLIL learning.

In the case of my project, I will not be able to do this final step, since I could not put my didactic unit into practice. I would like to have done that, since it would have been useful for me in order to improve the weak points that could be found in my lessons. I wish I could do this in a real class if I had the opportunity.

4. RESULTS AND DISCUSSION

4.1 Results

This section includes some tables that represent all the lesson plans enclosed in the didactic unit. Although the didactic unit has been thought to be developed in fourteen days, there are just thirteen lesson plans. This is due to the fact that one particular lesson plan is going to be developed in two days. Each table has the following sections:

- Lesson title, which is the title given to each lesson plan
- Timing, this is the time that each lesson plan lasts. All the lesson plans have a length of 55 minutes, except for that one that is going to be developed in two days, which has a length of 110 minutes.
- Content, which includes all the content that students study in each lesson plan
- Objectives, which are the planned goals for each lesson
- Key vocabulary, this is the words that students must learn each day
- Materials, in which all the materials that students need for each lesson plan are named
- Activities, this is the most developed part of the tables, in which each activity is deeply explained
- Assessment, which includes how teacher assess students in each lesson plan

Table 4: Lesson Plan day 1

<i>Lesson title</i>	What are living and non-living beings?
<i>Timing</i>	55 minutes
<i>Content</i>	Introduction of the topic Living beings Non-living beings
<i>Objectives</i>	<ul style="list-style-type: none"> - To check their previous knowledge about animals - To understand the difference between living and non-living beings - To understand the importance of recording new words
<i>Key vocabulary</i>	Living beings, non-living beings, breathe, eat, and reproduce Present simple (positive and negative)
<i>Materials</i>	KWL chart (a graphical organizer in which students include what they know, want to know, and ultimately learn) , video from YouTube (http://www.youtube.com/watch?v=k3b2VCNzhZo), students' workbooks, smart board
<i>Activities</i>	<p>Activity 1 (5 minutes): The teacher presents the topic that students will study for three weeks: "animals". For that, the teacher asks questions like the following ones:</p> <ul style="list-style-type: none"> • Do you like animals? Why / Why not? • Which is your favorite animal? • Do you have pets at home? Which ones? If not, would you like to have one? • If you were an animal, which one would you like to be? <p>Students raise their hands to answer these questions. As their English level is not very high, they can answer in Spanish if they cannot do it in the target language.</p> <p>Activity 2 (10 minutes) (Appendix I): Students fill in the two first columns of the KWL chart, in which they have to write what they know about animals and what they would like to learn along the lesson.</p> <p>Activity 3 (15 minutes): The teacher plays a video from YouTube in which a man explains what living and non-living beings are. At the end of the explanation, the man makes some questions and students have to say if the statements are true or false. Before answering these questions, the teacher must make sure that students understood the content of the video, giving an explanation in Spanish if necessary.</p> <p>Activity 4 (10 minutes): Students write down the title of the unit in their</p>

	<p>notebooks: "Animals". The teacher explains them that they are going to do a dictionary for the new words, so they are going to leave two or three blank pages in their notebooks, at the beginning of the unit. They write the title "Dictionary" and add the following words: living beings, non-living beings, breathe, eat, and reproduce. They have two options: they can write down the definition (of course they can look at a dictionary for that), or they can make a drawing, but they cannot write the word in Spanish.</p> <p>For homework, students are going to complete a "filling the gaps" exercise, using vocabulary that they have seen in class. The teacher copies this on the blackboard:</p> <p><i>Complete the sentences as in the example. Look out if they are living or non-living beings.</i></p> <p><i>Ex. Tigers <u>breathe</u> (breathe)</i></p> <p><i>Ex. Rocks <u>do not breath</u> (breath)</i></p> <p><i>Rabbits _____ (eat)</i></p> <p><i>Benches _____ (eat)</i></p> <p><i>Trees _____ (reproduce)</i></p> <p><i>Books _____ (reproduce)</i></p> <p>Copy the homework (10 minutes)</p>
Assessment	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have the vocabulary and the homework of this lesson plan included</p> <p>The teacher collects their KWL chart to check for previous knowledge</p>

Table 5: Lesson Plan day 2

<i>Lesson title</i>	Vertebrates and invertebrates
<i>Timing</i>	55 minutes
<i>Content</i>	Characteristics of vertebrates Characteristics of invertebrates Differences between vertebrates and invertebrates Animals classification in vertebrates and invertebrates
<i>Objectives</i>	<ul style="list-style-type: none"> - To understand the difference between vertebrates and invertebrates - To name some vertebrates and invertebrates characteristics - To classify animals in vertebrates and invertebrates
<i>Key vocabulary</i>	Vertebrate, invertebrate, backbone, skeleton, limbs, and muscles Verb to be (3 rd person: is), present simple (3 rd person: "s")
<i>Materials</i>	Word document about vertebrates and invertebrates, posters with the words: vertebrate and invertebrate, power point with pictures of animals, worksheet about classification, papers, students' notebooks, and smart board
<i>Activities</i>	<p>Activity 1 (10 minutes) (Appendix II): The teacher explains what vertebrates and invertebrates are using a Word document. In this document, there is a table with some basic characteristics of both vertebrates and invertebrates. Students need to copy the table in their notebooks. In order children to understand the concepts and the vocabulary, the teacher will explain this in Spanish too, showing them pictures about the vocabulary (skeleton, backbone, limbs, muscles) from Internet if necessary.</p> <p>Activity 2 (15 min): Students play a game. The teacher sticks a poster with the word "vertebrate" on one wall of the classroom, and then, he/she sticks another poster with the word "invertebrate" on another wall. Students stand up and wait in the middle of the classroom, until the teacher starts calling out some animal names. At the same time, he/she is showing the animals' pictures in a Power Point (Appendix III), so he/she gives a visual help to his students. When one name is called out, students move to the correct wall, depending if the animal is a vertebrate or an invertebrate. The animals are: lion, whale, bee, dog, worm, ladybird, cat, bat, frog, seahorse, horse, snake, starfish, giraffe, wasp, lizard, crocodile, bull, snail, and chicken.</p> <p>Activity 3 (10 minutes) (Appendix IV): Students complete a worksheet in which they have to classify some animals in vertebrates and invertebrates, completing sentences with the verb to be (For example: The lion <i>is</i> a vertebrate). The vocabulary in this activity is not new, since there are animals that had appeared in the Power Point presentation. The teacher checks it aloud, making sure that</p>

	<p>students know why each animal belongs to one group or another. They stick this worksheet in their notebooks.</p> <p>Activity 4 (15 min): Students draw their favourite animal and write down why it is a vertebrate or an invertebrate in a piece of paper. If they do not have enough time to finish it, they can finish it at home. This will be structured, and the teacher has to write down an example of a vertebrate and an invertebrate on the smart board, so students can have a look at it. The teacher must explain that they have to write an “s” after the verb. These examples could be two examples:</p> <ul style="list-style-type: none"> - The horse <i>is</i> a vertebrate because it <i>has</i> a backbone and a skeleton. The horse <i>is</i> big and it <i>moves</i> using its legs. - The octopus <i>is</i> an invertebrate because it <i>has not</i> a backbone or skeleton. The octopus <i>is</i> small and it using muscles. <p>Activity5 (5 minutes): Students add the following words to their dictionaries: vertebrate, invertebrate, backbone, skeleton, limbs and muscles.</p>
<i>Assessment</i>	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheet, the notes, and the vocabulary of this lesson</p> <p>The next day, the teacher will correct students’ homework, making sure that they understood the difference between vertebrates and invertebrates</p>

Table 6: Lesson Plan day 3

<i>Lesson title</i>	Can vertebrates be classified?
<i>Timing</i>	55 minutes
<i>Content</i>	Characteristics of vertebrates Vertebrates classification: mammals, reptiles, amphibians, birds, fish Examples of each group
<i>Objectives</i>	<ul style="list-style-type: none"> - To understand that vertebrates can be also divided into groups - To understand vertebrates classification - To classify some vertebrates according to these groups
<i>Key vocabulary</i>	Vertebrates, mammals, reptiles, amphibians, birds, and fish Verb to be (3 rd person: s), present simple (3 rd person: s)
<i>Materials</i>	Homework from the previous day, Power Point presentation, worksheet about classification, video from YouTube (http://www.youtube.com/watch?v=BSO5SG_BgcU), smart board, and students' notebooks
<i>Activities</i>	<p>Activity 1 (20 minutes): Students will correct their homework. Each student will read his/her homework (writing about an animal and explaining if it is a vertebrate or an invertebrate). This is a good review of the previous lesson, both of vocabulary and grammar. The teacher collects the homework to check for the spelling mistakes.</p> <p>Activity 2 (15 minutes): The teacher explains that vertebrates can be classified into five different groups (mammals, reptiles, amphibians, birds, and fish). First of all, the teacher shows them certain pictures (from the Internet) of animals belonging to the different groups and he/she asks for the similarities and differences between them. Then, the teacher makes the following question:</p> <ul style="list-style-type: none"> • "Do you think that animals can be classified in other groups, different from vertebrates and invertebrates? How?" <p>Students can answer in Spanish to these questions, since it is difficult for them to do it in English. After this, the teacher briefly explains the characteristics of these groups by a Power Point presentation (Appendix V).</p> <p>Activity 3 (15 min) (Appendix Vi): Students complete a worksheet in which they have to classify some pictures of animals into the different groups. For that, the teacher pastes a poster with the groups and their main characteristics on the class wall, so students can have a look at it while doing the activity. They complete this worksheet in pairs, and they have to discuss why each animal belongs to each group (each student has his/her own worksheet). Then, the</p>

	<p>teacher corrects the worksheet aloud. Students stick their worksheet in their notebook.</p> <p>Activity 4 (1 min): The teacher explains that this is mainly what they are going to study along this unit, the different groups. Each day, they will talk about a particular group, and they will study them deeply.</p> <p>Activity 5 (5min): The teacher plays a video from YouTube, in which they show the animals classification. It is a video with no explanations, just music. The word “mammal” is written, and then, a lot of pictures of mammals appear. It happens the same with the rest of the groups. At the same time that students are watching the video, they have to call out the name of each animal appearing in it. They try to call the names in English, but if they do not the word, they can say it In Spanish. They will learn these animal names along the unit.</p>
<i>Assessment</i>	<p>The teacher checks for understanding</p> <p>The teacher corrects the homework from the previous day</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheet of this lesson plan</p>

Table 7: Lesson Plan day 4

<i>Lesson title</i>	What do you know about mammals?
<i>Timing</i>	55 minutes
<i>Content</i>	Characteristics of mammals Parts of the body of a mammal Mammals names (examples)
<i>Objectives</i>	<ul style="list-style-type: none"> - To understand characteristics of mammals and to match them with pictures - To learn body parts
<i>Key vocabulary</i>	Mammals, fur, lungs, legs, ears, tail, eyes, scout, dolphin, whale, panda, koala, fox, lion, monkey, and giraffe Present Simple (plural: have, drink, and breathe), Present Simple of verb to be (are)
<i>Materials</i>	Diagram about vertebrates classification, smart board, Power Point about mammals, dog's poster, worksheet about parts of the body, students' notebooks
<i>Activities</i>	<p>Activity 1 (10 minutes) (Appendix VII): The teacher shows students a diagram in the smart board, in which they revise the vertebrates' classification. Some students are called out to complete the missing words in the diagram. At this point, the teacher explains that they are studying mammals today.</p> <p>Activity 2 (10 minutes) (Appendix VIII): The teacher presents students the characteristics of mammals using a Power Point, focusing on the specific vocabulary.</p> <p>Activity 3 (15 min) (Appendix IX): Students complete a worksheet in which they have to match some pictures with sentences about mammals' characteristics (those ones seen in the Power Point presentation). As well as that, they have to complete these sentences with the Present Simple of the given verbs. They do it individually and then, they correct it aloud. Learners stick this paper in their notebooks.</p> <p>Activity4 (5 min) (Appendix X): The teacher pastes a poster with a picture of a dog on the class' wall. He/She has some little papers with vocabulary about mammals' body (fur, ears, legs, body, tail, eyes, and scout), that he/she places on the poster (on the dog's body) while explaining students this vocabulary.</p> <p>Activity 5 (10 min) (Appendix XI): Students complete a worksheet about the</p>

	<p>parts of a body of a mammal. They are given a piece of paper with a fox and they have to write down the parts of its body (they have the vocabulary included in the worksheet). They stick this paper in their notebooks.</p> <p>Activity 6 (5 min): Students add the following words to their dictionaries: mammal, fur, lungs, tail, and scout.</p>
<i>Assessment</i>	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheets and the vocabulary of this lesson</p>

Table 8: Lesson Plan day 5

<i>Lesson title</i>	What do you know about reptiles?
<i>Timing</i>	55 minutes
<i>Contents</i>	Interesting facts about reptiles Characteristics of reptiles Reptiles names (examples)
<i>Objectives</i>	<ul style="list-style-type: none"> - To understand the characteristics of reptiles - To understand an oral text in English - To understand a written text in English
<i>Key words</i>	Reptiles, scales, eggs, ear-hole, cold-blooded, gecko, crocodile, iguana, tortoise, turtle, snake, and triton Present Simple of have, lay, and be.
<i>Materials</i>	Video from YouTube (http://www.youtube.com/watch?v=CLtkB60JRkY), worksheet about reptiles characteristics, picture and tables of different reptiles, table for completing with reptiles information, worksheet about matching (words and pictures), worksheet about matching (two parts of a word), smart board, and students notebooks
<i>Activities</i>	<p>Activity 1 (12 minutes): The teacher tells students that today they are going to talk about reptiles. They watch a video in which the characteristics of reptiles are described. Then, the teacher gives students a piece of paper with reptiles' characteristics, where some words are missing (Appendix XII).</p> <p>They have to fill in the gaps by listening (not looking at the screen, without the video), and finally they check it. This worksheet has drawings to help students guess the words. Students stick this paper in their notebooks.</p> <p>Activity 2 (18 min) (Appendix XIII): Students work in groups of four. Each student is given a picture of a reptile and a table with its characteristics. The teacher explains the categorizing words appearing in the sheet (type, location, habitat, size, venomous, diet, and endangered) to students. Each student reads about his/her animal, and when everybody has finished, they put everything in common. For that, they are given a table in which they have to complete the missing information about the reptiles that they read about. Once everyone has finished, the teacher checks it aloud, translating into Spanish those words that students do not understand.</p> <p>Activity 3 (10 min) (Appendix XIV): Students make a worksheet in which they have to match two halves of words in order to create reptiles' names. Then, they have to write the correct name next to the corresponding picture. All the words,</p>

	<p>except for two, have appeared in the previous exercise. Students stick this worksheet in their notebooks. The teacher corrects it aloud, making the distinction between tortoise and turtle.</p> <p>Activity 4 (10 min) (Appendix XV): The teacher pastes a poster with the studied vocabulary about the characteristics of the reptiles on the wall. Students are called out to complete the poster's sentences with the appropriate form of the verb.</p> <p>Activity 5 (5 min): Students add the following words to their notebooks: reptile, scales, eggs, ear-hole, turtle, and tortoise.</p> <p>For homework, students do a crossword (Appendix XVI) in which they have to look for words that have to do with reptiles. If they do not understand any word, they must look for it on their dictionaries.</p>
<i>Assessment</i>	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheets and the vocabulary of this lesson</p> <p>The teacher collects the tables to make sure that all students understood their texts</p>

Table 9: Lesson Plan day 6

<i>Lesson title</i>	What do you know about amphibians?
<i>Timing</i>	55 minutes
<i>Content</i>	Amphibians names (examples) Characteristics of amphibians Differences and similarities between reptiles and amphibians The life cycle of a frog
<i>Objectives</i>	<ul style="list-style-type: none"> - To understand the characteristics of amphibians and to understand the difference between them and reptiles - To set examples of amphibians - To understand the frog's life cycle
<i>Key words</i>	Amphibians, moist, webbed feet, frog, toad, salamander, triton, frog sawn, tadpoles, forget, cycle, pond, and stage Present Simple of appear and form
<i>Materials</i>	Homework from previous day, Power Point about amphibians, worksheet about differences between amphibians and reptiles, envelop with amphibians' pictures and names, worksheets about frog's life cycle, smart board, and students notebooks
<i>Activities</i>	<p>Activity 1 (5 min): The teacher starts the lesson by reviewing the homework about reptiles, checking that students remembered all the vocabulary included in it. This is a good review of reptiles' contents that they studied the previous day.</p> <p>Activity 2 (10 min) (Appendix XVII): The teacher asks some questions about amphibians in a Power Point presentation. It does not matter if they do not know the answer since they have not studied it yet. Students can answer in Spanish if necessary. This helps students infer the characteristics of this animal group. When they have inferred some of them, the teacher explains all the characteristics more deeply using the same Power Point. There are examples of amphibians (that will appear in the fourth activity) included in the Power Point too.</p> <p>Activity 3 (15 min) (Appendix XVIII): Students are given a worksheet in which they have to compare amphibians and reptiles. They have to write down the differences and the similarities between both groups. Looking at the smart board, where they have got the theory about amphibians, and looking at the activities that they did the previous day about reptiles, they have to be able to fill in the worksheet. The teacher does it on the smart board, at the same students do it in their worksheets. Students stick this worksheet in their notebooks.</p>

	<p>Activity 4 (5 min) (Appendix XIX): Students work in pairs for this activity. Each couple is given an envelope with some amphibians pictures and with their names. They have to match each name with the corresponding picture. They correct it once everyone has finished. In this exercise, it is important to make a distinction between a frog and a toad.</p> <p>Activity 5 (20 min) (Appendix XX): Students are given a worksheet in which they have to cut and paste the evolution of the frog along the time (its life cycle). The teacher does it at the same time with students, explaining where they have to stick each picture. When this is done, students are given another piece of paper in which they have to describe this cycle in a written way. Actually, they just have to complete some sentences with missing verbs. For that, the teacher must emphasize the fact that with singular (3rd person) you put an "s" at the end of the verb. Then, they have to match each sentence with a picture. They stick both worksheets in their notebooks.</p> <p>Activity 6 (1 minute): Students add some words to their dictionaries: amphibians, most, skin, webbed feet, frog, toad, and frog's cycle. They do this for homework</p>
<i>Assessment</i>	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheets and the vocabulary of this lesson</p>

Table 10: Lesson Plan day 7

<i>Lesson title</i>	What do you know about birds?
<i>Timing</i>	55 minutes
<i>Content</i>	Characteristics of birds Parts of birds bodies Birds names (examples)
<i>Objectives</i>	<ul style="list-style-type: none"> - To understand and identify characteristics of birds - To learn the parts of birds body - To identify some birds names
<i>Key words</i>	Birds, beak, feather, wing, sing, fly, eagle, parrot, duck, chicken, owl, and penguin Present Simple of the seen verbs (breathe, lay, have, be)
<i>Materials</i>	Smart board, song from YouTube (http://www.youtube.com/watch?v=C14MvIZ5I_s), Power Point about birds, poster, worksheet about birds names, and students' notebooks
<i>Activities</i>	<p>Activity 1 (10 min): The teacher makes a little summary of what they have already studied: mammals, reptiles, and amphibians. He explains that they are going to study birds today, and that the following day, they will study fish. The teacher starts a discussion about what students know about birds, about their bodies, characteristics, etc.</p> <p>Activity 2 (5 min) (Appendix XXI): The teacher plays a song about birds, in which some characteristics are described. Students will be given a piece of paper with the lyrics of the song, so they can follow it. In this sheet, there are some highlighted words that students need to identify and learn. The teacher translates them for learners. They sing the song all together.</p> <p>Activity 3 (15 min): Students copy birds' characteristics on their notebooks, after the teacher explains them using a Power Point (Appendix XXII). Then, students are given a piece of paper with some pictures (Appendix XXIII) that they have to cut and stick in their notebooks next to their notes. These pictures have to do with birds characteristics.</p> <p>Activity 4 (15 min): Students draw a picture of a bird (the one they want) on their notebooks and write down the following parts of its body: beak, feathers, wings, and tail. The teacher writes down these words on the smart board.</p> <p>Activity 5 (5 min) (Appendix XXIV): The teacher pastes a poster with different birds pictures and names and they have a look at the most common ones</p>

	<p>(peacock, parrot, duck, owl, eagle). These birds are going to appear in the next exercise.</p> <p>Activity 7 (5 min): Students add the following words to their notebooks: bird, beak, feather, wing, eagle, and owl.</p> <p>For homework, (Appendix XXV) students complete a worksheet about birds' names. They have to match the name with a picture of a bird. They paste this worksheet in their notebooks.</p>
<i>Assessment</i>	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheets, the notes, and the vocabulary of this lesson</p>

Table 11: Lesson Plan day 8

<i>Lesson title</i>	What do you know about fish?
<i>Timing</i>	55 minutes
<i>Content</i>	Characteristics of fish Parts of fish body Fish names (examples) Other sea's animals
<i>Objectives</i>	<ul style="list-style-type: none"> - To understand a written text in English and to answer some questions about it - To learn characteristics and parts of the body of fish - To understand characteristics of fish
<i>Key words</i>	Fish, scales, gills, fins, water, shark, tuna, goldfish, and trout Present Simple of the verbs: to live, to breathe, to be, to have, to move, and to reproduce. Interrogative form
<i>Materials</i>	Smart board, worksheet with the text and questions, worksheet with a crossword, and students' notebooks
<i>Activities</i>	<p>Activity 1 (2 min): The teacher corrects the homework from the previous day.</p> <p>Activity 2 (1 min): The teacher starts the lesson by asking students which group of animals they are going to study, remembering that they have already seen mammals, reptiles, amphibians, and birds.</p> <p>Activity 2 (20 min) (Appendix XXVI): Students will be given a text in which they explain what fish are and what characteristics they have. Students have to read the text in pairs, looking for the words that they do not understand in their dictionaries. Then, they have to answer some questions in their notebooks. They have to write down both, the question and the answer, so they have all fish information in their notebooks. The teacher corrects the activity aloud, explaining the structure of the questions (DO + subject + verb) in a way that students can understand it.</p> <p>Activity 3 (10 min) (Appendix XXVII): Students are given a worksheet about fish characteristics with vocabulary that they have to learn. They complete the missing words in sentences with the help of the pictures. They stick this sheet in their notebooks.</p> <p>Activity 4 (15 min) (Appendix XXVIII): Students are given a crossword. They have to look for the words that they do not understand in their dictionary and complete</p>

	<p>the crossword. In this exercise, the teacher has to explain that some of the animals appearing in it are not fish, like the whale, that they have already studied. There are some animals under the water that are not fish, and even not vertebrates. Students have to guess which ones from the sheet have these characteristics. They check this worksheet aloud.</p> <p>Activity 5 (5 minutes): Students add these words to their dictionaries: fish, scale, gill, fin, and water.</p>
<i>Assessment</i>	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheets and the vocabulary of this lesson</p> <p>The teacher collects the writing about the marine creature</p>

Table 12: Lesson Plan day 9

<i>Lesson title</i>	What can you remember?
<i>Timing</i>	55 minutes
<i>Content</i>	Living and non-living beings Vertebrates and invertebrates Mammals Reptiles Amphibians Birds Fish
<i>Objectives</i>	- To review the contents that they have been learning until now
<i>Key words</i>	Living beings, non-living beings, vertebrates, invertebrates, mammals, reptiles, amphibians, birds, and fish Present Simple
<i>Materials</i>	Worksheet with mind map, small pieces of paper, Power Point with animals pictures, Smart board, and students' notebooks
<i>Activities</i>	<p>Activity 1 (12 min): The teacher explains that today they are going to review all the contents that they have been working on along the unit. For that, students are given a piece of paper with a mind map (Appendix XXIX). They have to fill in the blanks thanks to the help of some pictures. They can have a look at their notes if necessary.</p> <p>Activity 2 (25 min): Students work in groups of four people. Each one has to think about four or five questions like “tell me an example of mammals” or “do fish have scales?” or “is the snake an amphibian?”, etc. For that, the teacher explains again how to form questions in English. Students write down each question in a small piece of paper given by the teacher. They also create a bridge in one of the papers. They stick all the things in a cardboard ant they play a board game called “Oca”. Students will be given a daze for that.</p> <p>Activity 3 (12 min) (Appendix XXX): The teacher shows a Power Point with animals' pictures (they are animals that students have studied along the lessons). They classify the animals according to the classifications that they have already learnt (vertebrates / invertebrates, mammals / reptiles / amphibians / fish / birds). The teacher makes sure that students know the animals' names. Students will be also given a copy of the Power Point, so they have the animals' names to study. They stick it in their notebooks.</p> <p>Activity 4 (5 min): The teacher explains the homework As homework, students</p>

	<p>choose an animal and write sentences about it. This exercise must include:</p> <ul style="list-style-type: none"> • Title • Picture of the animal • Name of the animal (this is the title) • Describe it physically (big, small, beautiful, ugly, fast, slow, parts of its body, etc.) • Is it vertebrate or invertebrate? Explain why • Is it a mammal, reptile, amphibian, fish or bird? Explain why <p>The teacher gives a copy with an example:</p> <ul style="list-style-type: none"> • <i>THE HORSE</i> • <i>Picture of the animal</i> <div style="border: 1px solid black; width: fit-content; margin: 10px auto; padding: 5px; text-align: center;">Picture of the animal</div> <ul style="list-style-type: none"> • <i>Name of the animal: This is a horse</i> • <i>Describe it physically: This horse is big, beautiful and fast. It is brown. It has fur and four limbs.</i> • <i>Is it vertebrate or invertebrate? The horse is a vertebrate because it has a skeleton and a backbone. It is big and it moves using its limbs.</i> • <i>Is it a mammal, reptile, amphibian, fish or bird? The horse is a mammal because it has fur, it drinks its mother' milk, and it breathe by lungs.</i>
<p><i>Assessment</i></p>	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheets of this lesson</p>

Table 13: Lesson Plan day 10

<i>Lesson title</i>	What do animals eat?
<i>Timing</i>	55 minutes
<i>Content</i>	What animals eat How animals are called depending if they eat animals, grass, or both Classification of animal according to their diet
<i>Objectives</i>	<ul style="list-style-type: none"> - To understand the terms carnivore, herbivore and omnivore - To classify animals according to their diet
<i>Key words</i>	Carnivore, herbivore, omnivore, meat, grass, and plants Present Simple: to eat (affirmative and negative)
<i>Materials</i>	Power Point about animals diet, Smart board, homework from the previous day, webpage for the game (http://www.sheppardsoftware.com/content/animals/kidscorner/games/animaldietgame.htm), worksheet about sorting animals, a piece of paper, and cardboards with titles (carnivore, herbivore, omnivore)
<i>Activities</i>	<p>Activity 1 (15 min): The teacher makes student think about what animals eat by showing them a picture of a tiger, a cow, and a human being. The teacher explains them that each one has a specific name (carnivore, herbivore, and omnivore), explaining the meaning of each one. The teacher can make an emphasis on the similarity between the word “carnivore” and “carne” (meat, in Spanish), and between “herbivore” and “hierba” (grass, in Spanish). All this is explained by a Power Point presentation (Appendix XXXI), in which some questions are asked to make sure that learners understand the theory.</p> <p>Activity 2 (5 min): Students add to the writing exercise that they did for homework if their animal is a carnivore, an herbivore, or an omnivore, and why. The teacher writes an example on the board: “The horse is an herbivore because it eats grass”.</p> <p>Activity 3 (5 min) Students play a game on the smart board in which they have to decide whether an animal eats animals, plants, or both. Nine children selected by the teacher have the chance of going out to the smart board.</p> <p>Activity 4 (15 min) (Appendix XXXII): Students are given a worksheet in which they have to complete the gaps in some sentences, and to sort the animals in groups depending on their diet. They stick this worksheet on their notebooks.</p> <p>Activity 5 (10 min): Each student makes a drawing of the animal that he/she chose for his/her homework, in a half of a piece of paper. Meanwhile, the</p>

	<p>teacher sticks three words on the classroom's wall (carnivore, herbivore, and omnivore) (Appendix XXXIII). When students finish, they stick their drawing under the corresponding title.</p> <p>Activity 6 (5 min): Students add the following words to their dictionaries: carnivore, herbivore, omnivore, meat, and grass.</p>
<i>Assessment</i>	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheet and the vocabulary of this lesson</p> <p>The teacher collects the writing about an animal</p>

Table 14: Lesson Plan day 11

<i>Lesson title</i>	Where do animals live? Let's protect their home
<i>Timing</i>	55 minutes
<i>Content</i>	Different habitats for animals Characteristics of each habitat Animals (from the studied ones) living in each habitat Importance of respecting animals and the environment
<i>Objectives</i>	<ul style="list-style-type: none"> - To identify some habitats - To identify animals living in each habitat - To develop an awareness and a respect for the animals and the environment
<i>Key words</i>	Rainforest, polar, wetlands, oceans, desert, and grassland Present Simple
<i>Materials</i>	Power Point about habitats, worksheet about habitats, book: (Ormerod M. (2011). Where does our rubbish go? Let's recycle. Level 3. MacMillan. China), smart board, and students' notebooks
<i>Activities</i>	<p>Activity 1 (20 minutes): Students brainstorm about animals habitats. For that, the teacher asks them where animals live. It is a good idea to make them think about it after setting some examples of animals living in different habitats: snake, crocodile, penguin, shark, monkey, etc. Then, the teacher gives a deeper explanation about six habitats by a Power Point (rainforest, polar, wetlands, oceans, desert, and grasslands) (Appendix XXXIV). At the end of the Power Point, students have to sort out some animals depending on their habitats. They do this orally, and as a whole group activity.</p> <p>Activity 2 (10 minutes) (Appendix XXXV). Students complete a worksheet about habitats. They have to match each habitat with its definition, and then, match it with the corresponding picture.</p> <p>Activity 3 (5 min): The teacher starts talking about the importance of respecting all these habitats, and the environment in general. He asks the students "Do you think it is important to respect all the habitats? Why/Why not?" "And respecting the animals living there?" Students can answer in Spanish if necessary.</p> <p>Activity 4 (20 min): After this discussion, the teacher reads aloud a book about recycling, in which they explain that we cannot throw the rubbish away because this rubbish can arrive to another part of the world and degrade its environment. Consequently, a lot of animals can die. That is why we cannot throw our litter on the street, but we have to recycle it and to place it in the correct bin. The teacher</p>

	<p>must explain that recycling and looking for the places where we live is a little effort for us, but that it can save a lot of wild animals. As well as that, students must be aware that we do not only have to take care about wild animals, but also about our pets. Now, the teacher starts a discussion with students in which they talk about the pets that students have at home, and how they look after them (food, sporting, medicines, showers, etc.). Students must try to talk in English, but they can use their mother tongue when necessary.</p> <p>For homework, Students add the following vocabulary to their dictionaries: rainforest, polar, wetlands, oceans, desert, grassland, and pet.</p>
<i>Assessment</i>	<p>The teacher checks for understanding</p> <p>At the end of the unit, the teacher collects the notebooks for checking that they have included the worksheet and the vocabulary of this lesson</p> <p>The teacher observes students doing the activities</p>

Table 15: Lesson plan 12 and 13

<i>Lesson title</i>	Final project
<i>Timing</i>	110 minutes
<i>Content</i>	This is a review from the whole unit, where students have to collect all the information and to make a project with it, so all the contents previously explained are included now
<i>Culture</i>	Animals in different continents Habitats in different continents Importance of respecting the environments and the animals
<i>Objectives</i>	<ul style="list-style-type: none"> - To write and to talk about an animal, explaining its characteristics according to what they have learnt - To write and to talk about a habitat, explaining its characteristics and setting examples of animals living there - To work in group, using a democratic behavior.
<i>Key words</i>	All the vocabulary and the grammar structures that they have been working on through the unit
<i>Materials</i>	Cardboards, markers, and pictures
<i>Activities</i>	<p>Activity 1 (60 min): The teacher explains the project that they are going to develop and orally present in two days. There are going to be five groups of four people and one of five. Each group is going to do a project of a different thing: describing an animal belonging to each of the studied groups (mammals, reptiles, amphibians, birds, and fish) or describing the habitats.</p> <p>Those ones who are doing the habitats project must include:</p> <ul style="list-style-type: none"> • Title : <i>Habitats</i> • Brief description of all the habitats (they can copy it from the worksheet they did the previous day) • Pictures of each habitat (given by the teacher) • A place in the world where we find each habitat: <i>A place in the world where we find rainforest is ...</i> • Examples of animals living in each habitat. <i>An animal living in the rainforest is...</i> • Why is it important to respect the habitats? <i>Respecting the habitats is important because...</i> <p>Those who are doing the animals' project, are going to be designed a particular animal group (mammals, reptiles, amphibians, birds, or fish). Their project must include:</p>

	<ul style="list-style-type: none"> • Title: animal group • Picture of the animal • Characteristics of the animal <ul style="list-style-type: none"> – physical characteristics (<i>big, small, color, dangerous, etc.</i>) – vertebrate/ invertebrate (all of them are going to be vertebrates) – kingdom (designed by the teacher) – diet – habitat <p>The teacher will tell students that each group has to write about an animal coming from a different continent. The teacher will do the distribution:</p> <ul style="list-style-type: none"> – Mammals: Africa – Reptiles: North America – Amphibians: Asia – Birds: South America – Fish: Oceania <p>Learners stick pictures on a big cardboard and write the information down. Students always have the possibility of looking for information in the three computers available in the classroom. The teacher gives some pictures to each group (Appendix XXXVI).</p> <p>Activity 3 (30 min): Students present their projects in front of the rest of the class.</p> <p>Activity 4 (20 min): When they finish their project, each group is given the same rubric that the teacher uses, in order to assess themselves. They have to think about the group work and to evaluate it.</p> <p>For homework, students will fill in the last column of the KWL chart, in which they have to write down what they learnt along the whole unit.</p>
<p><i>Assessment</i></p>	<p>The teacher observes students preparing the project, making sure that all of them are participating in their groups</p> <p>The teacher evaluates the project thanks to his/her rubric and students' rubric (which is the same) (Appendix XXXVII)</p>

Table 16: Lesson Plan day 14

<i>Lesson title</i>	Let's check your knowledge
<i>Timing</i>	55 minutes
<i>Contents</i>	This is an online exercise that I created about the whole unit, where students have to collect all the information and to demonstrate that they have acquired all the knowledge. All the contents previously explained are included now
<i>Objectives</i>	– To demonstrate all the knowledge that they have been learning through this unit
<i>Key words</i>	All the vocabulary and grammar structures appearing in the unit
<i>Materials</i>	Computer
<i>Activities</i>	<p>Activity 1 (55 min): Students will make an online exercise individually. They will go to the computer lab in order to complete it. The teacher will send students an email with the URL, which is the following one:</p> <p>http://www.encuestafacil.com/RespWeb/Cuestionarios.aspx?EID=1518990&MT=X#Inicio.</p> <p>In this exercise they have different kind of questions: true and false statements, multiple-choices, defining, etc. Once they have finished doing the exercise, students have to send it back to the teacher. A copy of this exercise is added to appendixes in a word Document (Appendix XXXVIII).</p>
<i>Assessment</i>	The teacher corrects the online exercise

The final evaluation for students comes from four different things that have different value:

- Online exercise: 20%
- Notebook: 20% (the mark will be given thanks to a rubric) ([Appendix XXXIX](#))
- Activities checked by the teacher: 20%
- Project (the mark will be given thanks to a rubric): 40%

4.2 Discussion

First of all, as it has been demonstrated before in previous pages, CLIL is a new approach supported by many authors and teachers. It is evident that it is necessary and beneficial for children, since they acquire a good knowledge of the foreign language, apart from the proper contents belonging to the curriculum. In this case, the curriculum's content has to do with animals and it belongs to the second cycle of Primary Education. I chose this topic because I believe that most children love animals, so they will be very motivated studying something in which they have interest.

The main goal in this unit is that students have a basic knowledge about animals, being able to classify them into different groups. At the same time, they must develop their communication skills in English. For developing this unit, and any other didactic unit in CLIL, the teacher has to start thinking about the 4Cs. This gives a sense to the unit:

- Content: in this case the content that I want my students to learn is what animals are, and how can they be divided depending on their internal bones, on their physical characteristics, on their diets, and on their habitats. At the same time, children are acquiring a lot of content-vocabulary about different animals, parts of their bodies, etc.
- Cognition: I have developed plenty of activities in which different levels of thinking are required. Students have to get used to do both, high-level thinking activities, and low-level thinking tasks. Normally, the easiest tasks go at the beginning of the didactic unit, leaving the most difficult ones for the end. Some of the activities are quite easy, like remembering the animals' names, the parts of their bodies, or the animals' classification. They also had to understand all the content, especially how can animals be classified in more than one category. Students had to apply all this acquired knowledge to activities and worksheets. Learners also have to analyse and to reasonably think about the importance of respecting animals and the environment. They also have autonomy in

evaluating. During the group work, they have to analyse their own work, being fair. They have to agree if they have really worked cooperatively or not. I think this is one of the most difficult tasks for them, since they are not used to evaluate themselves. Another difficult task is the final project. Even if they have a lot of scaffolding from the teacher, they have to create their own project, sharing their ideas and coming to an agreement.

- Communication: in terms of language, students have to use the language of learning (which is mainly the key vocabulary that they learn through the unit, like the animals names, their classifications, their diet, their habitats, the parts of their bodies, etc.), the language for learning (which is the specific vocabulary and grammar that one needs for describing animals or describing a life cycle, for example), and finally the language through learning (which is all the new expressions, vocabulary and grammar that students have learnt at the end of the unit). It is true that during the whole unit, students have a lot of scaffolding, since they have very marked steps for doing every single activity. This could seem to be too strict, but it is not. The main purpose of this scaffolding is that students feel more confident. They still do not have a very deep knowledge of the foreign language, and some of them do not feel very comfortable speaking in English at all. When they become older and they acquire more confidence with this language, they will have more freedom to develop their activities and tasks.
- Culture: in this part students develop a sense of responsibility in the care of animals and the environment in which they live. As well as that, they write about animals from a particular continent. This makes students be aware that animals live all around the world.

Ultimately, the developed didactic unit has a sense to the Primary Navarra's curriculum since the main contents and objectives come from it, and moreover, it has been designed from the four Cs.

CONCLUSIONES Y CUESTIONES ABIERTAS

El enfoque de AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) ha supuesto una verdadera revolución en el campo educativo. A pesar de su corta vida, este programa ha demostrado ser eficaz y útil en el aprendizaje de segundas lenguas, proporcionando un aprendizaje contextualizado para el alumnado. Es especialmente beneficioso para los/las niños/as, ya que les permite iniciarse en el aprendizaje de una lengua extranjera a una edad temprana, facilitando así el proceso. AICLE promueve dos aprendizajes al mismo tiempo (el contenido enseñando y la lengua extranjera en cuestión), motiva a los/las alumnos/as y les prepara para su futuro educativo, profesional y personal, promoviendo en ellos/as una actitud positiva hacia las lenguas. Además, es beneficioso para el cumplimiento del objetivo europeo de formar ciudadanos/as bilingües, capaces de comunicarse en una lengua extranjera (Darn, S. 2006).

En términos generales, enseñar utilizando el enfoque de AICLE no es fácil en absoluto. Deben seguirse los seis pasos indicados en el trabajo en aras a crear una unidad didáctica eficaz para los educandos. Además, los/las docentes deben hacer un esfuerzo extraordinario creando todos los materiales y diseñando nuevas ideas para hacer que los/las estudiantes entiendan un contenido particular en una lengua extranjera. Cuando se usa este enfoque, es importante basarse en materiales de comprensión oral y escrita, así como fomentar el desarrollo de ambas habilidades comunicativa. El nivel de las tareas debe ser el apropiado para el alumnado, aumentado de forma gradual el nivel de dificultad de las mismas.

Por otra parte, la unidad didáctica planteada tiene cabida y sentido para el currículo de nuestra comunidad foral, pues cumple con los objetivos, contenidos, competencias y criterios de evaluación presentes en el mismo. Además, ha sido pensada partiendo desde las cuatro Cs (contenido, conocimiento, comunicación y cultura), punto clave para la elaboración de una buena unidad didáctica de AICLE; y plantea cantidad de actividades variadas,

Patricia Ontañón Aguinaga

Una cuestión que se plantea en este punto es si la unidad didáctica diseñada es realmente eficaz para los/las alumnos/as de ocho y nueve años, si las actividades son adecuadas, si resultan verdaderamente motivantes para los/las niños/as, si los objetivos son claros y quedan reflejados a lo largo de la unidad, si todo el contenido queda claro, etc. Para ello, debería ser llevada a la práctica en un centro escolar, y modificar aquellos aspectos que resultasen inadecuados o poco útiles para el alumnado.

Como conclusión, me gustaría recalcar que a pesar de la dificultad que este enfoque tiene tanto para alumnos/as como para profesores/as, sus beneficios son notables, y por tanto merece la pena esforzarse en aras a conseguir el fomento del mismo.

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APPENDIXES

I. KWL CHART ([Click to come back to the lesson plan](#))

[Available in (1/05/2013): <http://tweenteaching.blogspot.com.es/2012/08/kwl-chart.html>]

K.W.L. Chart

Topic: _____

K What I Already Know	W What I Want to Know	L What I Have Learned

II. VERTEBRATES VS INVERTEBRATES ([Click to come back to the lesson plan](#))



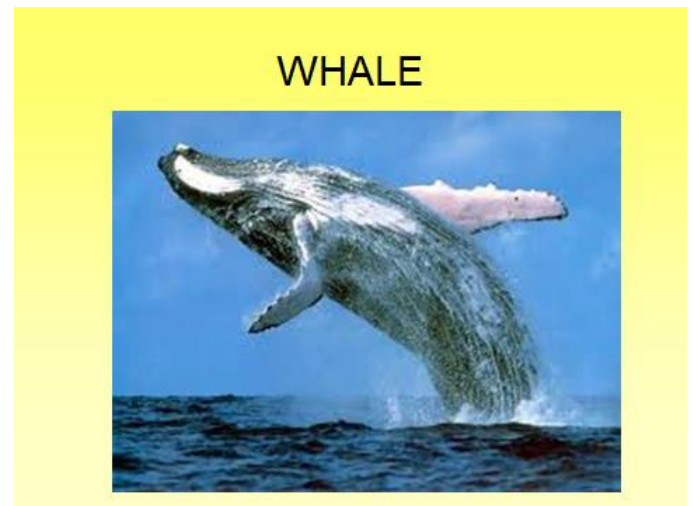
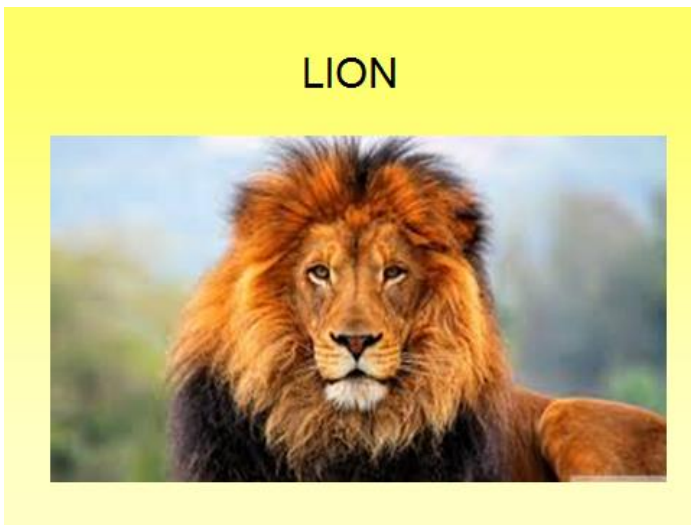
VERTEBRATES...	INVERTEBRATES...
<ul style="list-style-type: none"> - have skeleton and backbone - are big in size - move around using limbs - have a complex body - Example: human being, tiger, frog, tuna, etc. <p>Fun Fact: 2% of all animal species</p>	<ul style="list-style-type: none"> - do not have a skeleton or a backbone - are small in size - move around thanks to muscles - have a simple body - Examples: insects, worms, etc. <p>Fun Fact: 98% of all animal species</p>

III. VERTEBRATES VS. INVERTEBRATES POWER POINT ([Click to come back to the lesson plan](#))

THE VERTEBRATES **VERTEBRATES VS INVERTEBRATES** **INVERTEBRATES**

VERTEBRATES...	INVERTEBRATES...
<ul style="list-style-type: none"> -has skeleton and backbone -brain covered by a skull -big in size -move around using limbs -mostly live birth -more complex body -Example: human being, tiger, frog, tuna, etc. Fun Fact: about 57,739 species (2% of all animal species) 	<ul style="list-style-type: none"> -does not have a skeleton or a backbone -some of them have shells (like snails) -small in size -they move around thanks to muscles -reproduction: lay eggs -simple constructed body -Examples: insects, worms, etc. Fun Fact: about 2 million total species (98% of all animal species)

VERTEBRATE OR INVERTEBRATE?



o y desarrollo

WORM



LADYBIRD



CAT



BAT



FROG



SEAHORSE



HORSE



SNAKE



STARFISH



GIRAFFE



WASP



LIZARD



CROCODILE



BULL













SNAIL



CHICKEN



IV. WOKSHEET ABOUT VERTEBRATES AND INVERTEBRATES ([Click to come back to the lesson plan](#))

<p>LION</p> 	<p>Ex. Lion is vertebrate.</p>
<p>CROCODRILE</p> 	<p>The crocodile is _____</p>
<p>SNAKE</p> 	<p>The snake is _____</p>
<p>WORM</p> 	<p>The worm _____</p>
<p>FROG</p> 	
<p>GIRAFFE</p> 	
<p>STARFISH</p> 	
<p>SEAHORSE</p> 	
<p>WASP</p> 	
<p>DOG</p> 	

V. **ANIMALS' CLASSIFICATION POWER POINT** ([Click to come back to the lesson plan](#))

ANIMALS' CLASSIFICATION

THINK ABOUT THIS...

- Do you think animals can be classified?
- How are they classified?
- Has the classification to do with physical characteristics?
- May be this examples help you to give me an answer.



LION



CROCODILE



FROG



PARROT



TROUT

NOW, THINK AGAIN...

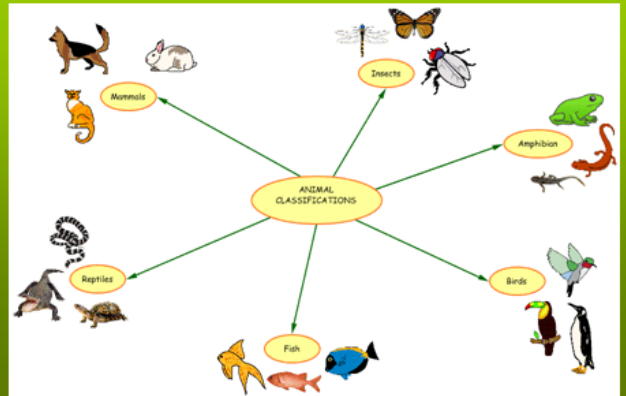
- Are these animals different?
- How different they are?
- Can you name some differences?

SO...

- Yes!!! Animals are classified according to their characteristics. They are classified into

5 GROUPS!!!

ANIMALS' CLASSIFICATION



MAMMALS

- Baby mammals are born live. 
- Mammals have hair. 
- Most mammals have four legs. 
- Baby mammals drink their mother's milk. 
- Mammals breathe with their lungs. 
- Mammals have bones inside their bodies. They are vertebrates. 

REPTILES

- Reptiles have scales
- Reptiles usually lay eggs
- Reptiles have ear-holes
- Reptiles have either four legs or two legs



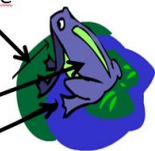
BIRDS

- They have feathers
- They have a beak, two wings and two legs
- They lay eggs
- They breathe with lungs



AMPHIBIANS

- They live on land and in water
- They are cold-blooded
- They lay eggs
- They have a moist skin
- They have webbed feet



FISH

- Fish live in water.
- They breathe using gills
- They have scales
- They swim using their fins
- They reproduce laying eggs



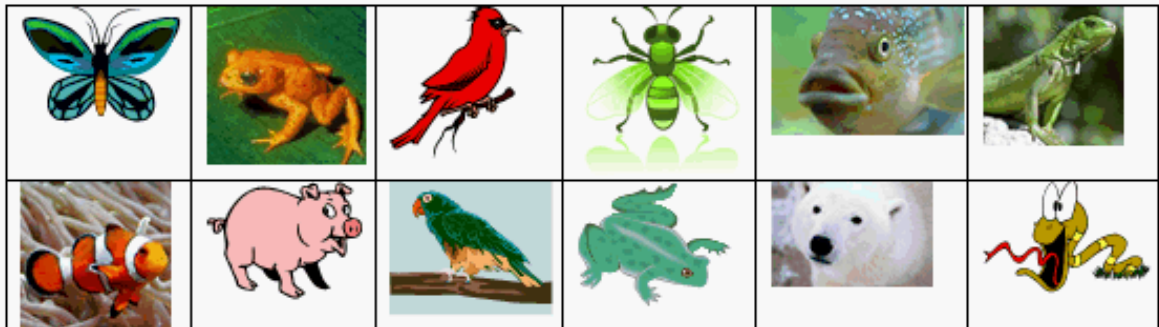
VI. ANIMALS CLASSIFICATION WORKSHEET ([Click to come back to the lesson plan](#))

[Available in (1/05/2013): <http://oakdome.com/k5/lesson-plans/word/copy-and-paste-animal-classification.php>]

Name:

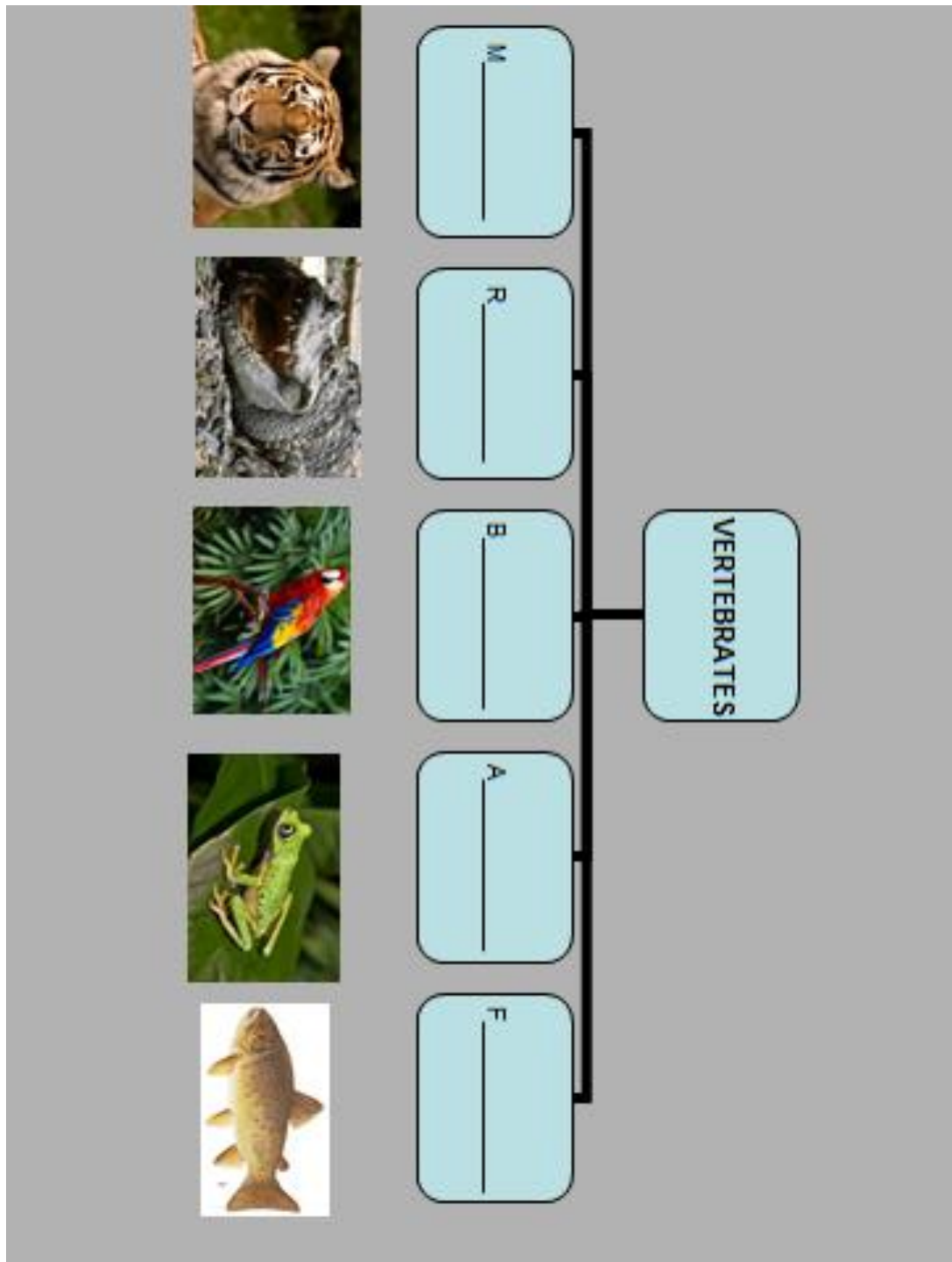
Animals Copy and Paste

Classify – Copy and paste these animals next to the correct word groups.



Insects		
Amphibians		
Mammals		
Fish		
Reptiles		
Birds		

VII. ANIMALS´DIAGRAM ([Click to come back to the lesson plan](#))



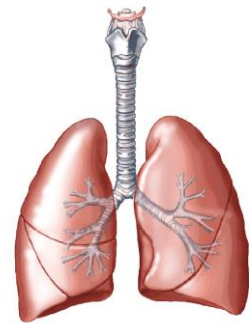
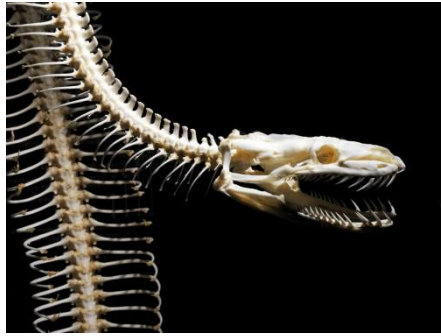
VIII. MAMMALS ([Click to come back to the lesson plan](#))

MAMMALS

- Baby mammals are born live. 
- Mammals have hair. 
- Most mammals have four legs. 
- Baby mammals drink their mother's milk. 
- Mammals breathe with their lungs. 
- Mammals have bones inside their bodies. They are vertebrates. 

IX. MAMMALS´ WORKSHEET ([Click to come back to the lesson plan](#))

Read and complete the sentences with the word. Then match the characteristics of mammals.



Ex. Baby mammals are born live. (to be)

Mammals _____ hair. (have)

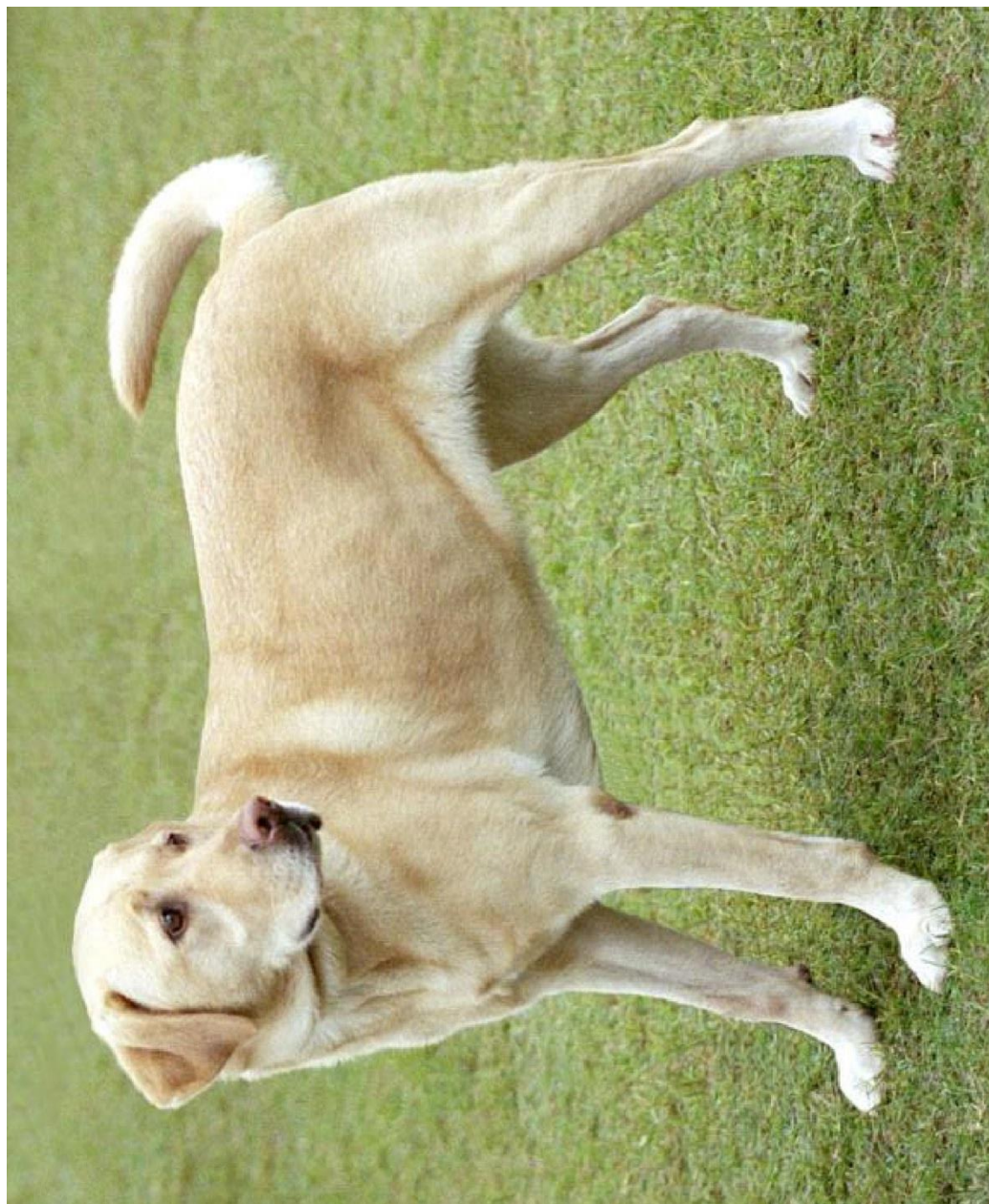
Most mammals _____ four legs. (have)

Baby mammals _____ their mother's milk. (drink)

Mammals _____ with their lungs.(breathe)

Mammals _____ bones inside their bodies. They ____ vertebrates. (have/be)

X. DOG'S POSTER ([Click to come back to the lesson plan](#))

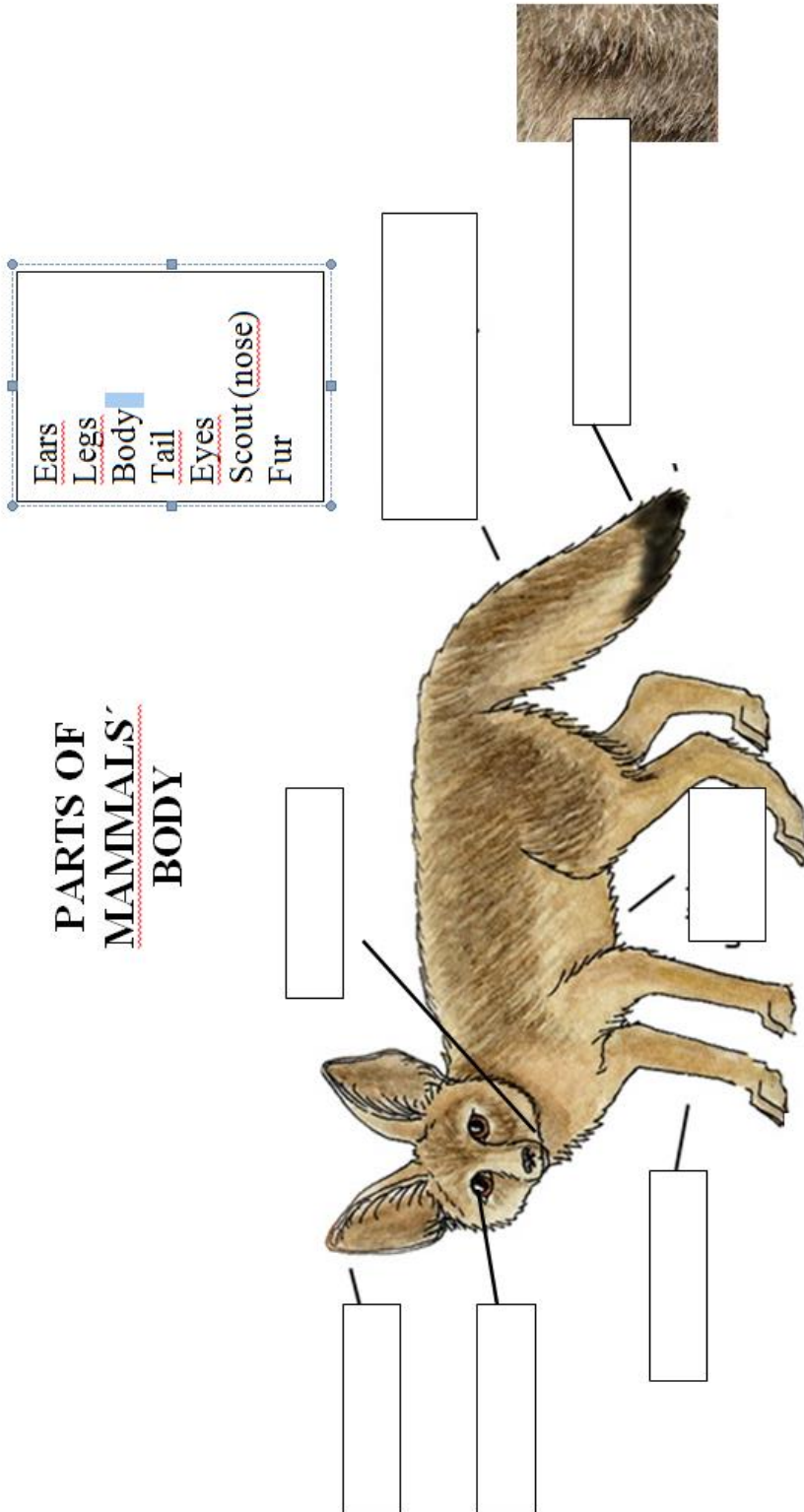


VOCABULARY:

Leg	Tail
Fur	Eyes
Ear	Scout
body	

Diseño y desarrollo de una unidad didáctica de AICLE: animals

XI. MAMMALS' BODIES ([Click to come back to the lesson plan](#))



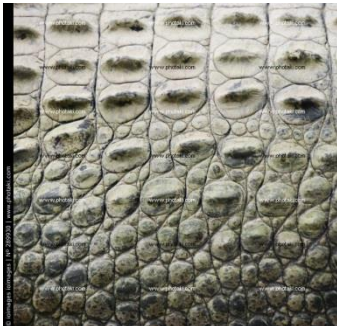
XII. REPTILES´ WORKSHEET ([Click to come back to the lesson plan](#))

WHAT IS A REPTILE?

Complete the information that is missing:

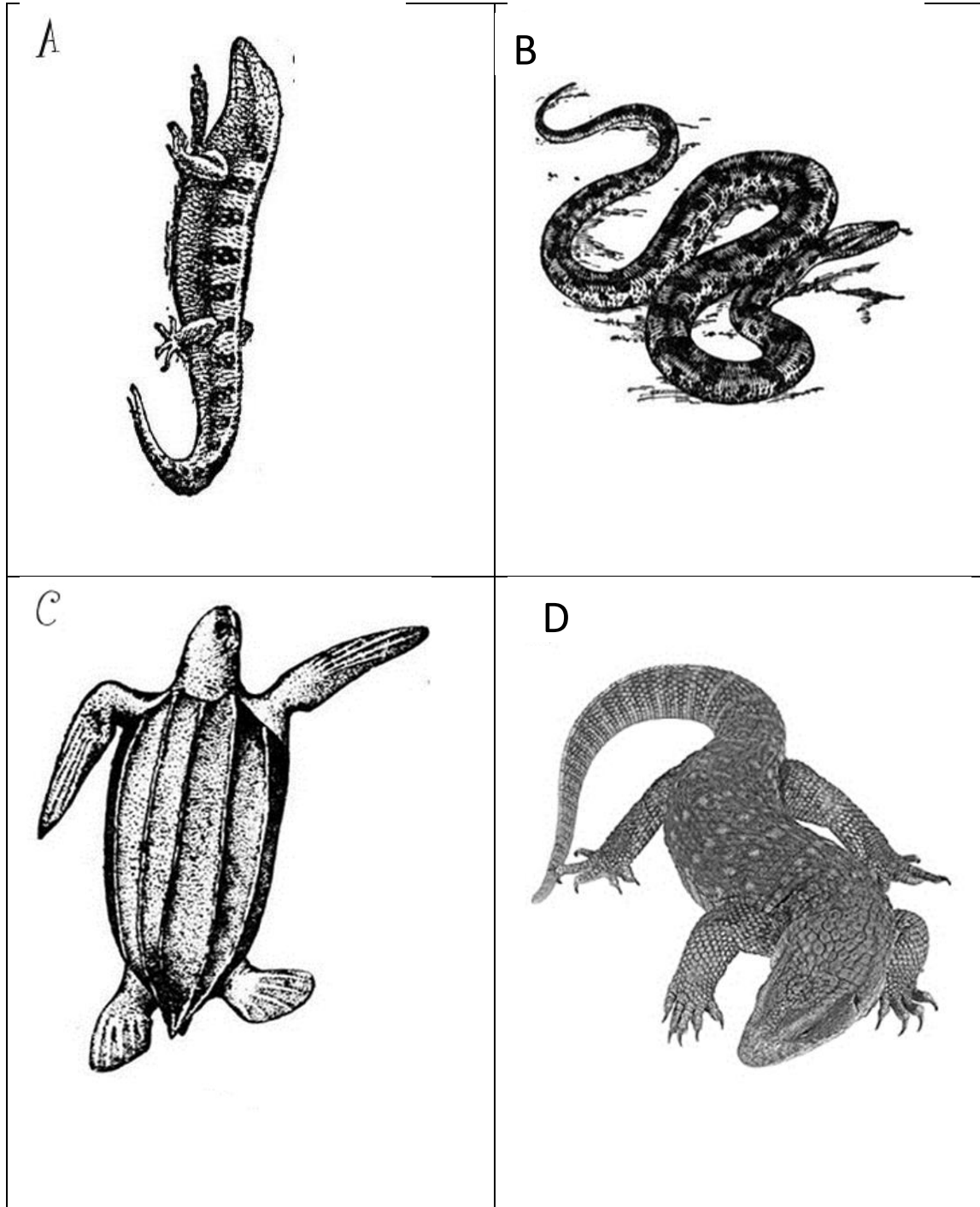
1. Reptiles have _____
2. Reptiles usually lay _____
3. Reptiles have ear _____ instead of _____
4. Reptiles have either _____ legs or _____ legs
5. Reptiles are _____ -blooded. They must get their heat from the environment.

Now, match the sentences with the drawings:



XIII. REPTILES GAME ([Click to come back to the lesson plan](#))

[Available in (1/05/2013): bogglesworldesl.com/files5/ReptileDescriptions.doc]



<p>Type: Lizard</p> <p>Location: Indonesian Islands</p> <p>Habitat: Hot dry volcanic islands</p> <p>Size: About 90 kg</p> <p>Venomous: No</p> <p>Diet: Pigs and small deer.</p> <p>Endangered: Yes</p>	<p>Type: Snake</p> <p>Location: South America</p> <p>Habitat: Rainforests and swamps</p> <p>Size: About 150 kg</p> <p>Venomous: No</p> <p>Diet: Wild pigs</p> <p>Endangered: No</p>
C Leatherback Turtle	D Nile Crocodile
<p>Type: Turtle</p> <p>Location: Indian, Pacific, Atlantic Ocean</p> <p>Habitat: Tropical waters</p> <p>Size: About 450 kg</p> <p>Venomous: No</p> <p>Diet: Jellyfish</p> <p>Endangered: Yes</p>	<p>Type: Crocodylian</p> <p>Location: Africa</p> <p>Habitat: Lakes, Rivers, Swamps</p> <p>Size: About 225 kg</p> <p>Venomous: No</p> <p>Diet: Fish, birds, zebras</p> <p>Endangered: No</p>

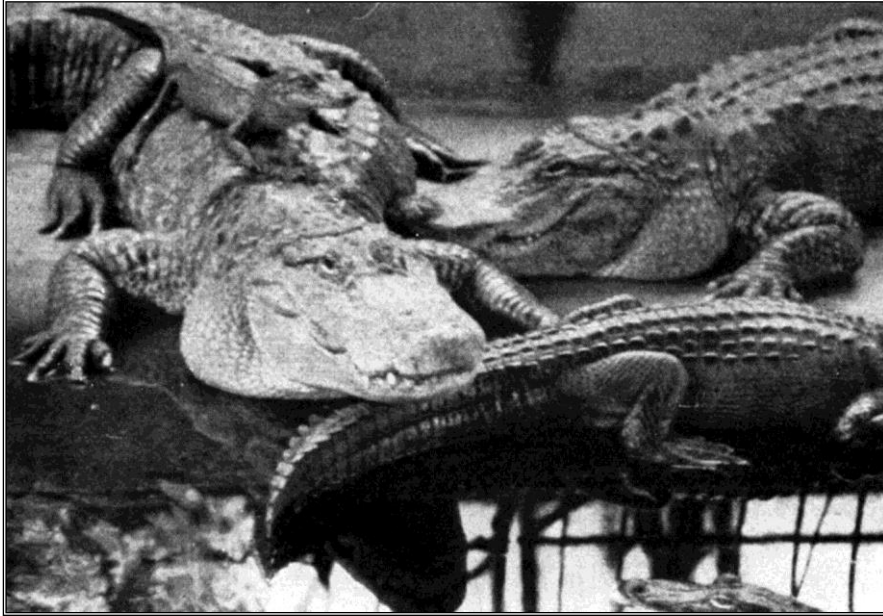
Reptile Facts Table

Read a fact card about 1 reptile and then talk to other students and exchange information about 8 reptiles.



Name	Kind	Location	Habitat	Size	Venom	Diet	Endangered
Example American Alligator	Crocodylian	Southern US	Rivers Swamps Lakes	3 meters long	No	Fish Turtles Birds	No
A							
B							
C							
D							

American Alligator Fact Sheet (EXAMPLE)



American alligators are crocodylians.

It's found in the southern United States.

It lives in rivers, swamps, and lakes.

The average size is about 3 meters.

It is not venomous.

It is a carnivore.

It eats fish, turtles, and birds. (And other things such as small mammals!)

It is not endangered. (Though it was at one time

XIV. REPTILE WORKSHEET ([Click to come back to the lesson plan](#))

1. Match the two halves to make words:

TUR	KE
SNA	TLE
LI	DILE
CROCO	ZARD
IGUA	NA
TOR	TOISE

2. Write the name of these animals next to the images

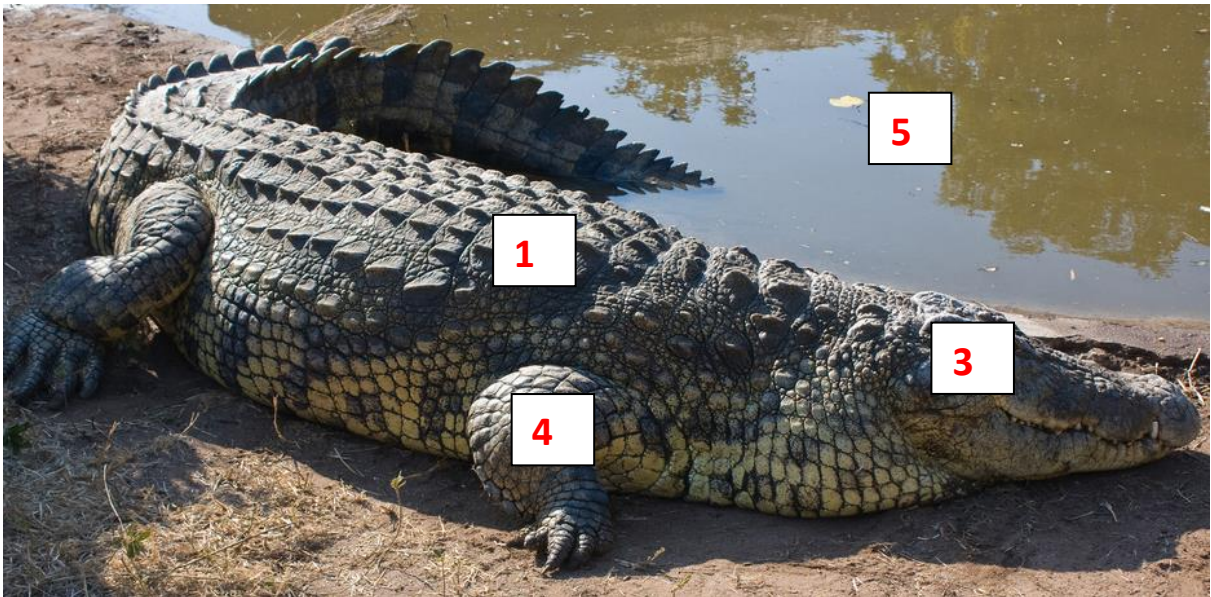




Diseño y desarrollo de una unidad didáctica de AICLE: animals

XV. REPTILE POSTER ([Click to come back to the lesson plan](#))

1. Reptiles _____ scales (have)
2. Reptiles usually _____ eggs (lay)
3. Reptiles _____ ear ear-holes instead of ears (have)
4. Reptiles _____ either four legs or two legs (have)
5. Reptiles _____ cold -blooded. They must get their heat from the environment. (be)



XVI. REPTILE WORD SEARCH ([Click to come back to the lesson plan](#))

[Available in (4/05/2013):

<http://www.toolsforeducators.com/wordsearch/getResult.php>]

MES-English.com

Word Search

Tools for Educators

W W C I R Z N D C K R Z L I Z A R D
K C S R C V S L R F Z B X I B Q I G
D I Q R O E N C Z W M N Z P Y R O I
T T G L O C R D A U E G G S R E S A
G U I I N L O Q E L C V R C R D Q R
S R O I G W C D N I E Q F E L L W Q
D T W W L T F K I X W S O A A R S F
D L J J T O A B H L J I E R L V N M
B E B X N R X N Q U E K C H Z U A A
W J A N O T D X Y X Y Z E O H I K I
S E U U F O R H D F Y X P L A X E K
B T T B H I I F F G C D G E H K O P
C S J W Y S B D B G R E P T I L E S
C Z W D X E G E Q Z G Y H L D O O G
U I G U A N A V R I L T B V Q A X U

REPTILES

SCALES

EGGS

EARHOLE

LIZARD

SNAKE

TURTLE

CROCODILE

TORTOISE

IGUANA

XVII. AMPHIBIANS POWER POINT ([Click to come back to the lesson plan](#))

AMPHIBIANS

THINK AND ANSWER

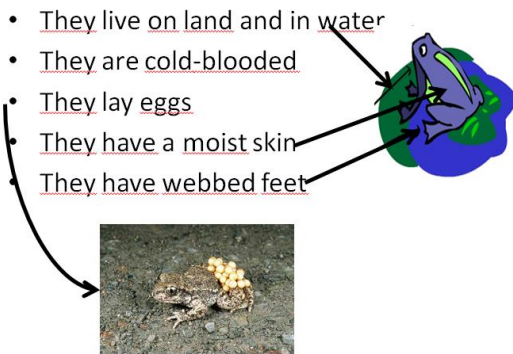
Where do amphibians live?
a) land b) water

How is their blood?
a) cold b) warm

How do they reproduce?
a) lay eggs b) inside the mother

How is their skin?

How are their feet?

- They live on land and in water
 - They are cold-blooded
 - They lay eggs
 - They have a moist skin
 - They have webbed feet
- 



FROG



TOAD



SALAMANDER



TRITON

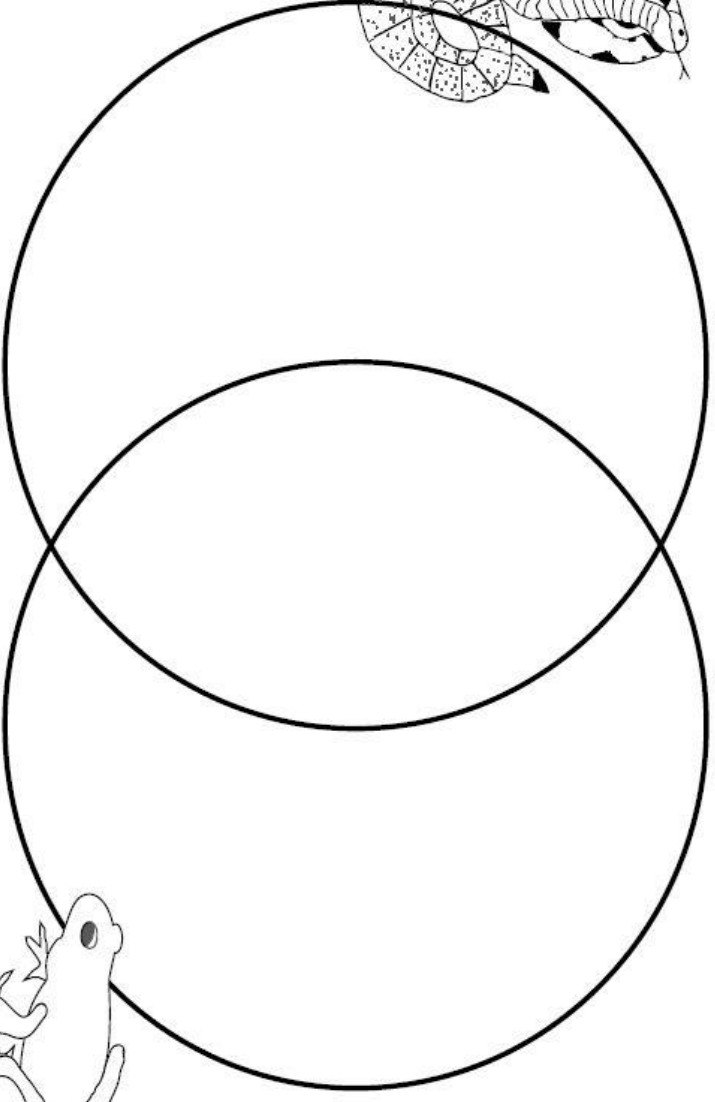
XVIII. AMPHIBIANS VS. REPTILES ([Click to come back to the lesson plan](#))

[Available in (1/05/2013): <http://www.kid-friendly-homeschool-curriculum.com/reptiles-and-amphibians-worksheet.html>]

MatchCard Science ©

Compare reptiles and amphibians.

Zoology - 4



©Learn For Your Life Publishing www.Kid-Friendly-Homeschool-Curriculum.com

XIX. MATCHING GAME ([Click to come back to the lesson plan](#))



TRITON

FROG

SALAMANDER

TOAD

XX. CYCLE WORKSHEETS ([Click to come back to the lesson plan](#))

[Available in (1/05/2013):

http://www.aza.org/uploadedFiles/Conservation/Commitments_and_Impacts/Amphibian_Conservation/Amphibian_Resources/Do_You_Know_How_Amphibians_Grow_English.pdf]

Do You Know How An Amphibian Grows?

Instructions: Discover the amazing transformation of these animals. Cut and paste them in order to recreate an amphibian's life history.

Stage 1
Paste Here
After 6 days

Stage 2
Paste Here
After 6 - 8 1/2 weeks

Stage 3
Paste Here
After 9 weeks

Stage 4
Paste Here
After 16 weeks (the body absorbs the tail)

Stage 5
Paste Here

Who Are Amphibians

Toads and Frogs
Caecilians
Newts & Salamanders

THEY FORM GROUPS

ADULT

FRONT LEGS APPEAR

BACK LEGS APPEAR

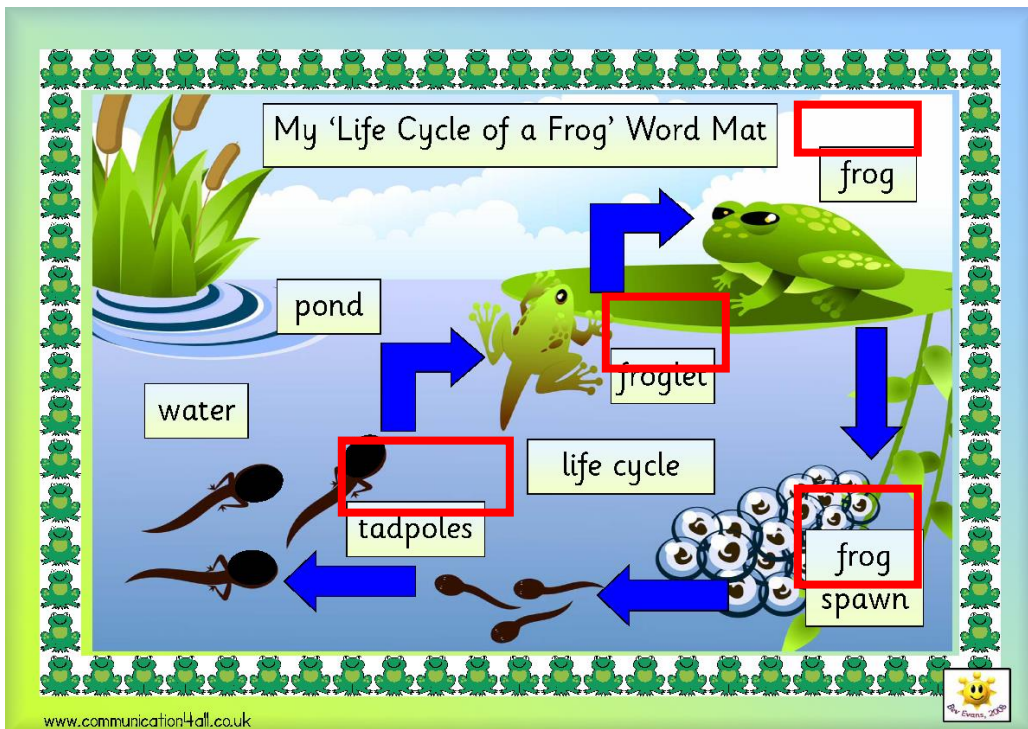
LARVA (TADPOLE)

Diseño y desarrollo de una unidad didáctica de AICLE: animals

HOW A FROG GROWS

1. First of all, they _____ groups (form).
2. In the second stage, and after 6 days, the larva _____ (appear)
3. In the third stage (after 6-8 weeks), the back legs _____ (appear)
4. In the fourth stage (after 9 weeks the front legs _____ (appear)
5. And finally, in the fifth stage (after 16 weeks), the adult _____ (appear)

Now, write numbers in the picture and match each name with the stages:



XXI. LYRICS OF BIRDS SONG ([Click to come back to the lesson plan](#))

BIRDS SONG

Look, they´re flying in the air
It looks like a bird
Look high
Running through the sky
It might be a bird

Birds have **beaks**
Birds can **sing**
They´ve got lots and lots of **feathers** on their **wings**

Look, they´re **flying** in the air
It must be a bird

Move your arms like a bird (BIS)
Sing a song like a bird (BIS)
Move your arms like a bird (BIS)
Sing a song like a bird (BIS)
Move and sing like a bird (BIS)

Birds have beaks
Birds can sing
They´ve got lots and lots of feathers on their wings

Look, they´re flying in the air
It must be a bird

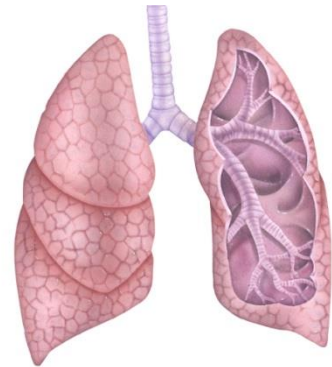
XXII. **BIRDS POWER POINT** ([Click to come back to the lesson plan](#))



Characteristics

- They have feathers
- They have a beack, two wings and two legs
- They lay eggs
- They breathe with lungs
- They are warm-blooded

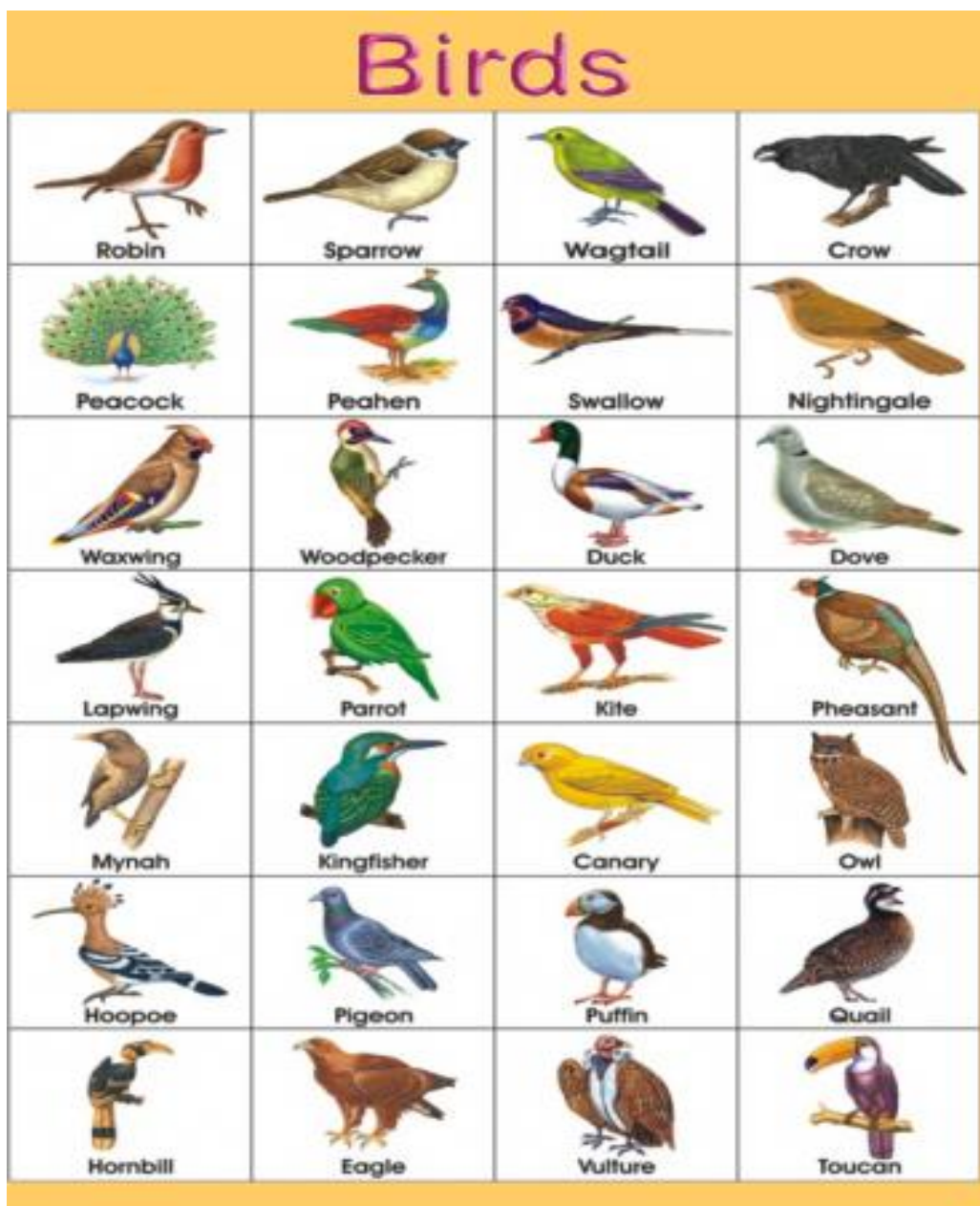
XXIII. PICTURES OF BIRDS CHARACTERISTICS ([Click to come back to the lesson plan](#))



XXIV. POSTER OF BIRDS ([Click to come back to the lesson plan](#))

[Available in (1/05/2013):

https://www.google.es/search?hl=es&site=imghp&tbm=isch&source=hp&biw=1454&bih=726&q=BIRDS+POSTER&oq=BIRDS+POSTER&gs_l=img.3...1043.2318.0.2481.12.11.0.0.0.133.701.6j4.10.0...0.0.0..1ac.1.15.img.CkRYmzbpgA0#imgrc=]



XXV. WORKSHEET OF BIRDS NAMES ([Click to come back to the lesson plan](#))



PEACOCK

OWL

PENGUIN

EAGLE

PARROT

DUCK

XXVI. FISH TEXT ([Click to come back to the lesson plan](#))

FISH

Fish are vertebrates that live under the water. Some fish live in the seas (salt water), and others live in the rivers (fresh water). We can also have fish at home, so they become our pets. They breathe thanks to gills. They have scales that can be of different colours, and fins that help them to swim. They reproduce by laying eggs. Some examples of fish are: shark, goldfish, trout, salmon, hake, tuna, etc. Some people think that dolphins and whales are fish, but they are actually mammals!



Now, answer these questions:

1. Are fish vertebrates or invertebrates?
2. Where do they live?
3. How do they breathe?
4. What do they have on their bodies?
5. How do they move in the water?
6. How do they reproduce?
7. Can you name two examples of fish?
8. Are dolphins fish? And whales? Why?
9. Which words did you look for in the dictionary? Write the word in English and then, the meaning in Spanish

XXVII.

WORKSHEET ABOUT FISH VOCABULARY ([Click to come back to the lesson plan](#))

Complete the sentences with the vocabulary given:

eggs scales bones gills fins water

Fish have _____ in their bodies.



Fish have _____

Fish lay _____



Fish swim with their _____

Fish breathe with their _____

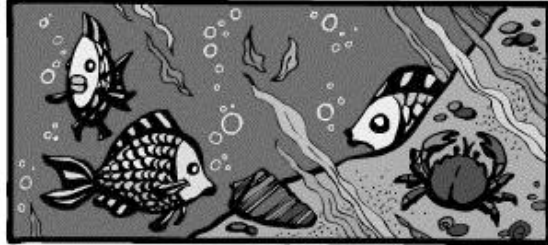


Fish live in the _____

XXVIII. FISH WORDSEARCH ([Click to come back to the lesson plan](#))

[Available in (1/05/2013): <http://bogglesworldesl.com/wordsearches.htm>]

Sea
Animals



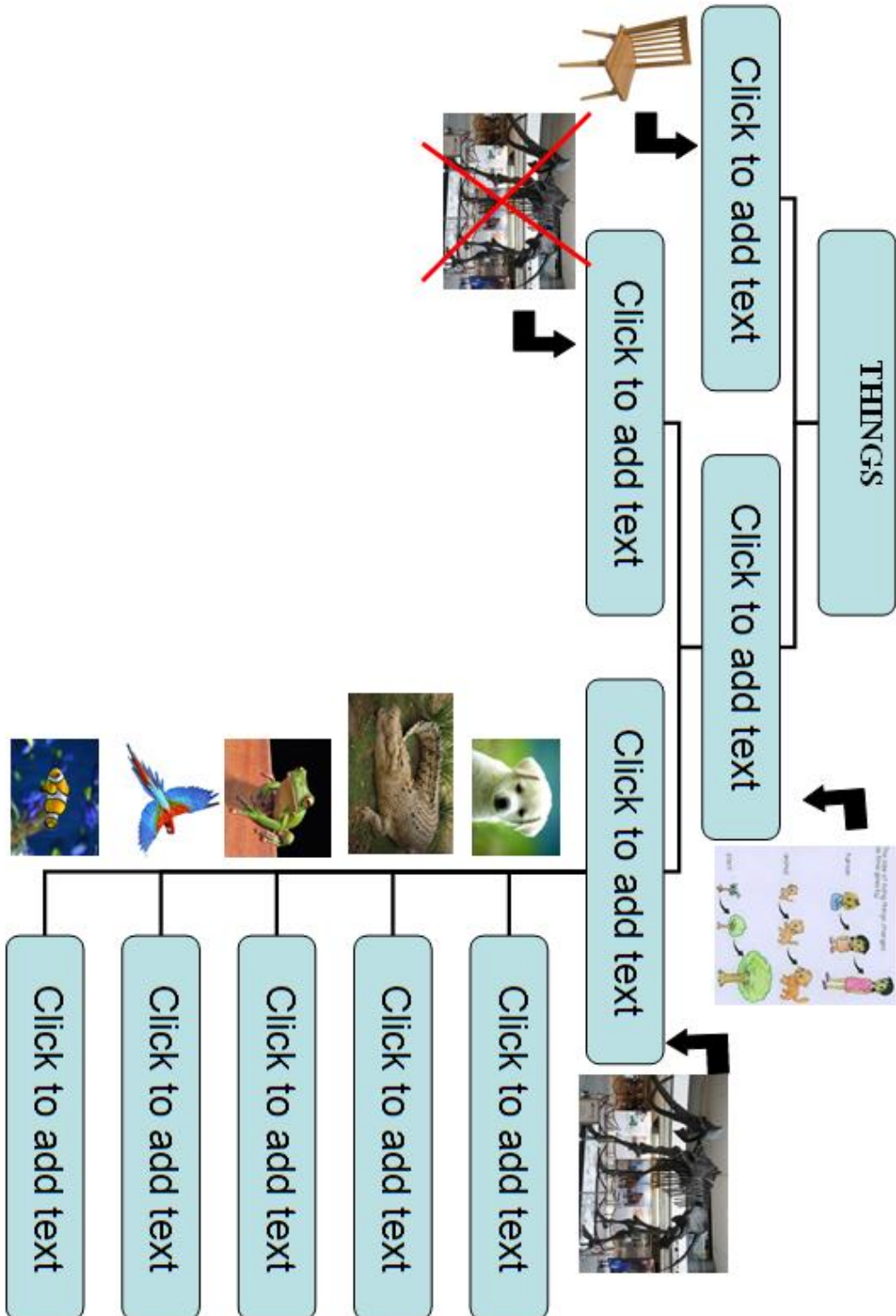
fish shark whale
starfish jellyfish crab eel
seaweed octopus clam











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XXIX.

MIND MAP REVIEW ([Click to come back to the lesson plan](#))



XXX. POWER POINT REVIEW ([Click to come back to the lesson plan](#))

<p>SORT THIS ANIMALS! You can do it! Good luck...</p>	<p>WHALE</p> 	<p>KOALA</p> 
1	2	3
<p>PENGUIN</p> 	<p>DOLPHIN</p> 	<p>SHARK</p> 
7	8	9
<p>EAGLE</p> 	<p>IGUANA</p> 	<p>PANDA</p> 
13	14	15

<p>DUCK</p> 	<p>TURTLE</p> 	<p>TORTOISE</p> 
4	5	6
<p>PARROT</p> 	<p>SNAKE</p> 	<p>GIRAFFE</p> 
10	11	12
<p>OWL</p> 	<p>TROUT</p> 	<p>CROCODRILE</p> 
16	17	18

LION



MONKEY



TRITON



CHICKEN

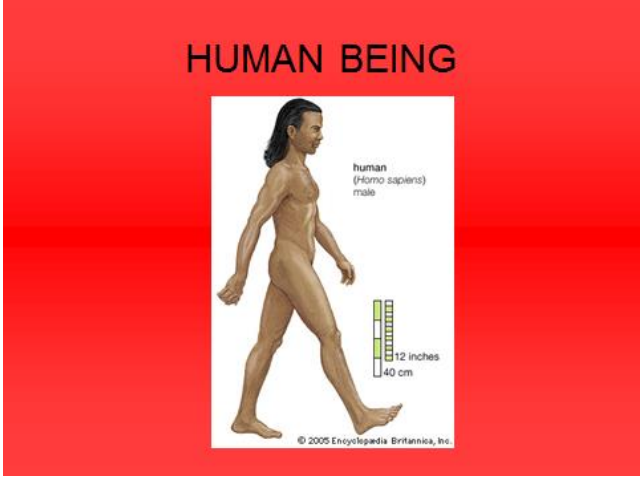
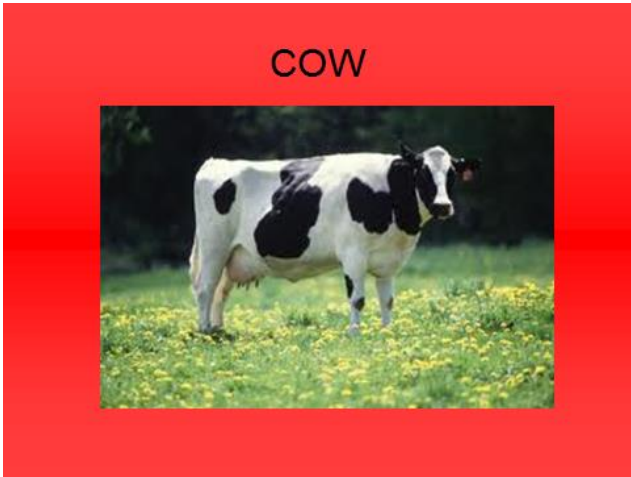


FOX




XXXI. ANIMALS DIET POWER POINT ([Click to come back to the lesson plan](#))


ANIMALS' DIET




Tigers eat **MEAT** (other animals)




Cows eat **GRASS / PLANTS**



Human beings eat **MEAT and PLANTS**




Tigers eat **MEAT** (other animals)



↓

CARNIVORE


Cows eat **GRASS / PLANTS**



↓

HERVIVORE

Human beings eat **MEAT and PLANTS**



↓

OMNIVORE

XXXII. ANIMALS DIET WORKSHEET ([Click to come back to the lesson plan](#))

1. Complete the following sentences:

- a) _____ eat grass.
- b) Carnivores eat _____.
- c) Omnivores eat _____ and _____ -

2. Classify the following animals into the table:

CARNIVORES	HERVIVORE	OMNIVORES

TIGER	DUCK	SNAKE	ELEPHANT
SHARK	BEAR	LION	GIRAFFE
FROG	TIGER	RABBIT	HORSE
SHARK	HUMAN BEING	MONKEY	COW

Tiger eats meat.

Horse does not eat meat.

The duck _____ grass.

The monkey _____ meat and grass.

The cow _____ meat.

The shark _____ meat and grass.

The bear _____ grass.

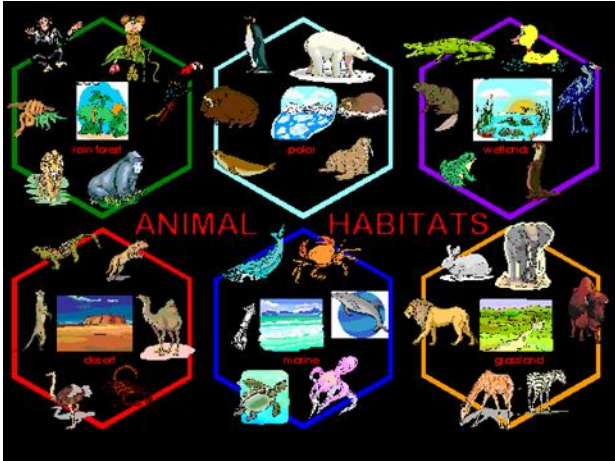
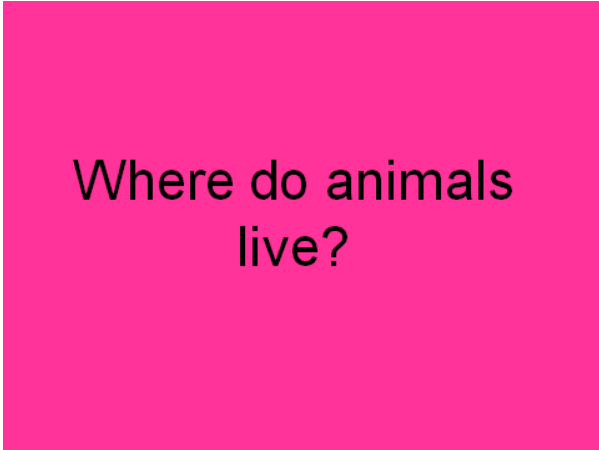
XXXIII. ANIMALS TITLES ([Click to come back to the lesson plan](#))

[Available in (1/05/2013): <http://learningenglish-esl.blogspot.com.es/2010/11/animal-grouping-1.html>]





XXXIV. HABITATS POWER POINT ([Click to come back to the lesson plan](#))



RAINFOREST

- A large area made up of trees that grow close enough together to shade one another.




Now, think of animals that live in the rainforest...

EXAMPLES

- Monkey
- Parrot
- Snake
- Tiger
- Gorilla
- Etc.

POLAR

- It is a very cold place, where everything is covered by ice. Animals need to have a good way of getting warm, like the fur or the fat.



Now, think of animals that live in the rainforest...

EXAMPLES

- Polar bears
- Seals
- Penguins
- Etc.

WETLANDS / FRESHWATER

- They are places where the water is not salt. The ground around this water is usually very wet.



Now, think of animals that live in the rainforest...

EXAMPLES

- Fish
- Crocodile
- Frog
- Duck
- Etc.

DESERT

- A place that receives a very short amount of rain. The temperatures change a lot, being very hot and extremely cold.



Now, think of animals that live in the rainforest...

EXAMPLES

- Camel
- Snakes
- Scorpion
- Vulture
- Etc.

MARINE / OCEANS

- Oceans are huge, vast bodies of salt water that covers nearly three fourths of the Earth.



Now, think of animals that live in the rainforest...

EXAMPLES

- Fish
- Shark
- Whales
- Dolphins
- Octopus
- Turtle
- Etc.

GRASSLAND

- It is an area where there is a lot of grass.

Now, think of animals that live in the rainforest...



EXAMPLES

- Elephant
- Lion
- Zebra
- Giraffe
- Dog
- Tiger
- Etc.

Animal Habitats

Please help us find our homes.

The Forest Habitat

The Water Habitat

The Desert Habitat

The Underground Habitat

The image shows a central title 'Animal Habitats' with a request 'Please help us find our homes.' Below this are four distinct habitat illustrations. 'The Forest Habitat' shows a path through trees. 'The Water Habitat' shows a blue sea with a sun and birds. 'The Desert Habitat' shows a cactus and a small animal. 'The Underground Habitat' shows roots and insects in the soil.

XXXV. HABITATS WORKSHEET ([Click to come back to the lesson plan](#))

Write down the name of each habitat and then, match it with the corresponding picture

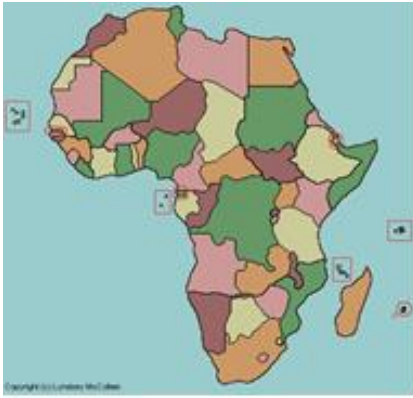
- _____ : an area where there is a lot of grass.
- _____: are huge, vast bodies of salt water that covers nearly three fourths of the Earth.
- _____ : A place that receives a very short amount of rain. The temperatures change a lot, being very hot and extremely cold.
- _____ : are places where the water is not salt. The ground around this water is usually very wet.
- _____ : is a very cold place, where everything is covered by ice. Animals need to have a good way of getting warm, like the fur or the fat.
- _____ : is a large area made up of trees that grow close enough together to shade one another.





XXXVI. PICTURES FOR THE PROJECT ([Click to come back to the lesson plan](#))





jaguar



cheetah

www.visualdictionaryonline.com



lion



leopard



rattlesnake



viper

www.visualdictionaryonline.com



cobra



coral snake



python



sparrow



swallow

www.visualdictionaryonline.com



European robin



hummingbird



finch



bullfrog



spotted salamander



toad



newt

©Sheri Amsel





Diseño y desarrollo de una unidad didáctica de AICLE: animals



Patricia Ontañón Aguinaga

XXXVII. RUBRIC FOR THE FINAL PROJECT ([Click to come back to the lesson plan](#))

Group's members:

	0	1	2
The Project has all the parts included			
They have used new vocabulary			
They have a good grammar			
All students have participated in the elaboration and presentation of the project			
The project is visually nice and eye-catching			

Mark: _____ / 10

XXXVIII. ONLINE EXERCISE ([Click to come back to the lesson plan](#))

[Available in (20/04/2013):

<http://www.encuestafacil.com/RespWeb/Cuestionarios.aspx?EID=1518990&MT=X#Inicio...>]

1. Write True or False:

1. Living beings can breathe.
2. A table is a living being.
3. Invertebrates have bones and a backbone.
4. Reptiles are vertebrates.
5. Birds have fur.
6. Chickens have fins.
7. Fish breathe by lungs.
8. The frog is an amphibian.
9. The lion eats grass, so it is a carnivore.
10. Omnivore means that animals eat both animals and plants.
11. The cow is herbivore.
12. Deserts are places where it is always very hot.
13. The rainforest is crowded of trees.
14. It is important to protect both wild animals and pets.
15. Vertebrates can be classified in mammals, reptiles, amphibians, herbivores, birds, according to their physical characteristics.

2. Classify the following animals into these categories:

MAMMALS	REPTILES	AMPHIBIANS	BIRDS	FISH

TIGER	DUCK	SNAKE	ELEPHANT
SHARK	BEAR	LION	GIRAFFE
FROG	TIGER	RABBIT	HORSE
SHARK	HUMAN BEING	MONKEY	

3. Complete the sentences with the missing word (2 points – 0.2 each):

1. Reptiles have **s**_____ on their skin.
2. Birds have **w**_____ to fly.
3. Fish have **f**_____ to swim and **g**_____ to breathe.
4. Reptiles, birds, fish, and amphibians lay **e**_____.
5. An example of fish is _____.
6. Mammals have **f**_____ legs.
7. Mammals have bones inside their bodies. They are **v**_____.
8. Amphibians can live on **l**_____ and in **w**_____.
9. Birds don't have a mouth; instead, they have a **p**_____.
10. Animals that live with us, like cats and dogs are our **p**_____.

4. Match the habitats with the definitions. Write the numbers:

1. It is an area where there is a lot of grass.
2. They are huge, vast bodies of salt water that covers nearly three fourths of the Earth.
3. A place that receives a very short amount of rain. The temperatures change a lot, being very hot and extremely cold.
4. They are places where the water is not salt. The ground around this water is usually very wet.
5. It is a very cold place, where everything is covered by ice. Animals need to have a good way of getting warm, like the fur or the fat.

Grassland →

Wetland →

Oceans →

Desert →

Polar →

5. Explain what carnivores, herbivores and omnivores are, and set an example of each one:

- *Carnivore:*
- *Herbivore:*
- *Omnivore:*

XXXIX. RUBRIC FOR NOTEBOOKS ([Click to come back to the lesson plan](#))

Name:

	0	1	2
The notebook has all the worksheets included			
The worksheets are completed and correct			
The dictionary has all the words included			
The words are not translated into Spanish, and have good definitions or drawings			
The compositions and other checked activities are correct			

Mark: _____ / 10