Amazing world of animals
by Carol Read

one stop clil

YOUNG LEARNERS

Introduction and project map

- How to classify animals (Lesson 1)
- Endangered animals (Lesson 6)
- Animal habitats (Lesson 2)
- **Amazing world of animals**
- Animal life cycles (Lesson 5)
- Animal camouflage (Lesson 3)
- Food and food chains (Lesson 4)
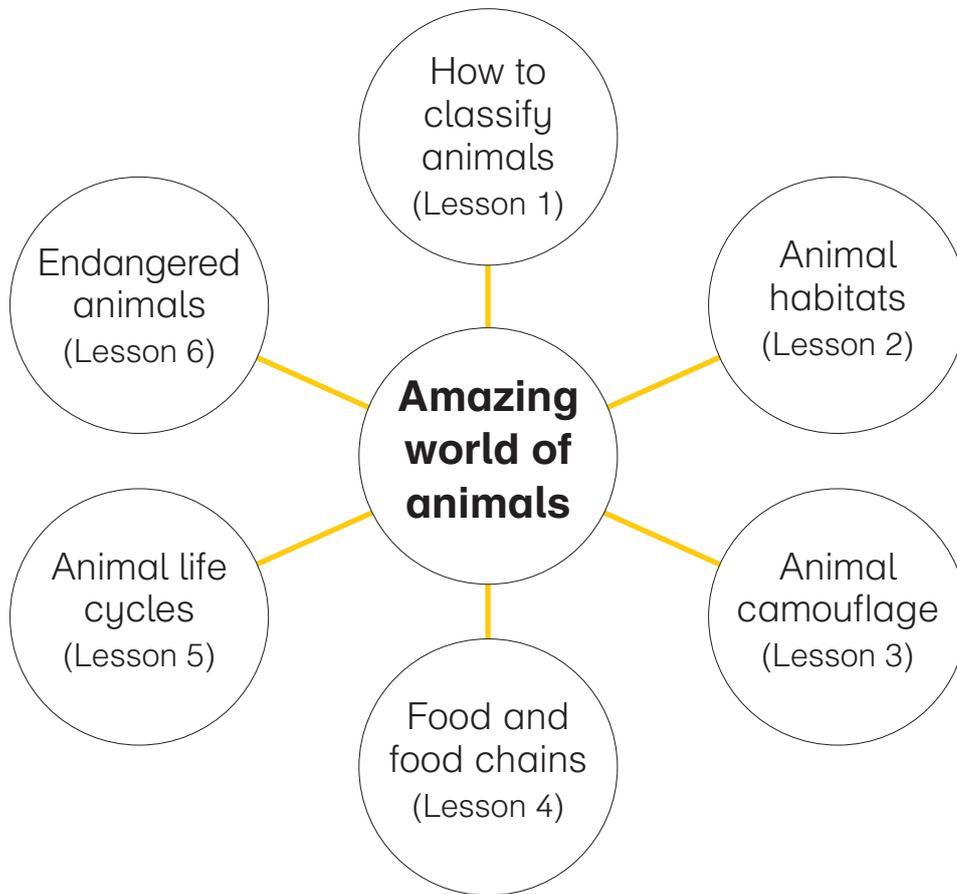
Introduction

The project extends over a minimum of six lessons and leads to a final outcome of children creating a group e-zine (or magazine) with the title 'Amazing world of animals'. In each lesson, children find out about different aspects of the animal world and produce a piece of work which results from their learning to include in their e-zine (or magazine).

At the start of the project, it is suggested that you divide the class into 'project groups' of e.g. 3-6 children (depending on the size of the class) to work on their e-zine (or magazine). The project groups work together when it comes to choosing, preparing, selecting and writing material for their e-zines (or magazines) but they do not necessarily need to work together at other times during lessons.

There are a number of possibilities as to how go about creating the e-zines (or magazines) and it's best to choose what is most feasible, convenient and motivating for the children in your context. Children can create the content for their e-zines on computers using Word or PowerPoint, for example, and the internet as a source of information and visuals. Alternatively, children can write and draw pictures and these can be scanned into computers in order to create an e-zine, or they can produce a paper magazine. If you like, instead of an e-zine or magazine, children can also create a class blog or a website with the material they create and build up during the project.

YOUNG LEARNERS

Introduction and project map

Project map

Lesson	Children will learn to:	Main outcome	Cognitive skills	Main language	Main vocabulary
1 How to classify animals	• recognize the difference between vertebrates and invertebrates • classify animals into groups: mammals, reptiles, amphibians, birds, fish, insects, arachnids, molluscs • identify and describe key features of animals in each group	Children write descriptions of animal groups	predicting, classifying, reasoning, applying knowledge, identifying and sorting, justifying	*We've put ... in one/ the other group* *Are they ...? Yes, they are. / No, they aren't.* *Do they ...? Yes, they do. / No, they don't.* *Why ...?* *The ... is a ... because ...* *They live / lay eggs / have got ...*	*vertebrates, invertebrates, backbone, mammals, reptiles, amphibians, birds, fish, insects, arachnids, molluscs, names of animals, parts of the body, fur, shell, scales, eggs, lungs, gills, warm-blooded, cold-blooded, water, land*
2 Animal habitats	• recognize that animals live in different habitats • identify and describe key features of animal habitats (deserts, rainforests, grasslands, the Arctic) • understand ways in which animals are adapted to live in their habitat	Children create an animal adaptation quiz	predicting, matching, comparing, reasoning, deciding, justifying	*How is a /are ... adapted?* *Why do ...? To ...* *I think ... It's / They're ... / It's / They've got ... / are ... / ... live in ... / ... need ...*	*deserts, rainforests, grasslands, the Arctic, hot, cold, wet, water, rainy season, cool, temperature, ice, permafrost, dry, parts of the body, names of animals, fat, prey, predator, enemy, tunnel, energy, sand, storm, attack, hide, mud, nuts, seeds*
3 Animal camouflage	• recognize the role of camouflage in animal adaptation and survival • identify different types of animal camouflage • observe and describe how animals are camouflaged	Children make and complete an origami book of animal camouflage	predicting, observing, reasoning, deducing, comparing, contrasting	*What's the name of ...? It's called ...* *How does it work? / How are ... camouflaged?* *The ... is camouflaged by ...* *What animals use ...?* *It's / They're .../ It's / They've got ... / ... looks like ... / the same as ... / It uses ...*	*camouflage, environment, colour, pattern, shape, design, mimicry, pattern, texture, stripe, spot, patch, light, shadow, attack, hunt, hide, protect, imitate, predator, prey, harmless, dangerous, poisonous, shape, names of animals, names of habitats, colours, parts of body*

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4 Food and food chains	• recognize the difference between carnivores, omnivores and herbivores • understand the concept of a food chain • identify and sequence animals and plants in food chains	Children create a food chain	predicting, comparing, classifying, sequencing, reasoning, deciding	*... is/are eaten by ... (or ...eats ...) / Which animal ...? What's a ...? It's a ...*	*carnivore, omnivore, herbivore, plant, seed, berry, fruit, leaves, vegetables, meat, fish, primary, secondary, tertiary, consumer, producer, predator, food chain, names of animals, names of habitats, water, sunlight, energy*
5 Animal life cycles	• recognize that all animals have life cycles • understand similarities and differences in animal life cycles • identify and describe the life cycles of two animals	Children create the life cycle of an animal of their choice	predicting, comparing, sequencing, identifying, matching, reasoning	*What happens first, next ...? It becomes ... / changes into ... / First, next, after that, then, finally ...*	*young, adult, life cycle, simple, metamorphosis, stage, egg, hatch, born, alive, frogspawn, larva, pupa, chrysalis, gills, lungs, tadpole, frog, butterfly, tail, shrink, skin, twig, jelly, female, big, little, tiny, leaf, water*
6 Endangered animals	• recognize that some animals are in danger of extinction • identify reasons why some animals are endangered • understand how people can help to protect endangered animals	Children write a report about an endangered animal	predicting, matching, reasoning, researching, deciding, comparing	*Why is / are ... endangered? It's / They're endangered because ... It lives in ... / It lives for ... years / It eats ... / It weighs ... kilos. / It's ... metres long. / It's / They've got ...*	*endangered, extinct, loss of habitat, hunting, poaching, pollution, disease, global warming, life span, diet, behaviour, adaptation, species, protect, names of habitats, parts of the body, names of animals*