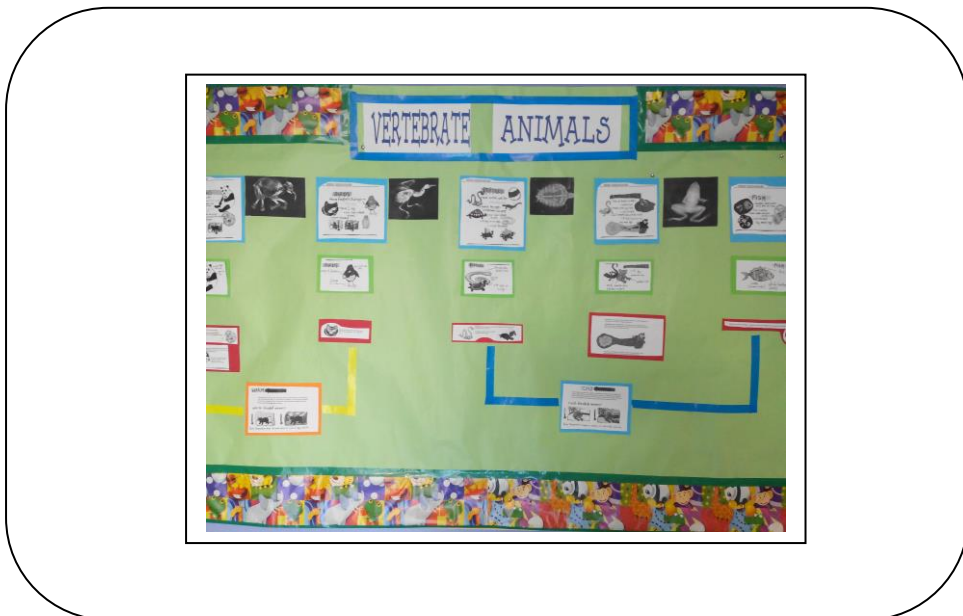


Vertebrate animals

Àrea : Science

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GRUP D'EXPERIMENTACIÓ PER AL PLURILINGÜISME



Generalitat de Catalunya
Departament d'Ensenyament



TÍTOL

Material elaborat durant la realització de la formació adreçada als docents que implementen el pilotatge del GEP (Grup d'Experimentació per al Plurilingüisme) durant el curs 2014-2015, realitzada amb el/la formador/a del *OUP Big Dave*

SG de Llengua i Plurilingüisme
Servei de Llengües Estrangeres

Abril, 20015



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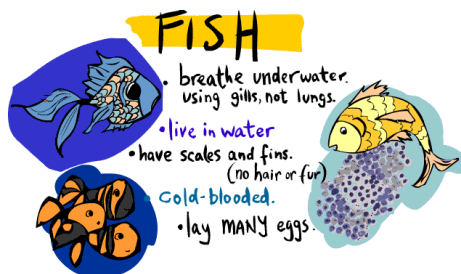
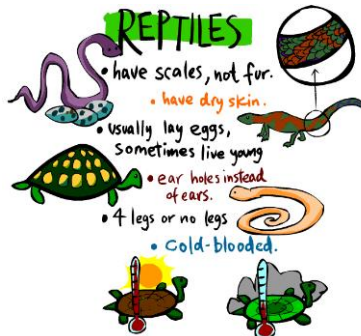
Ten tips for learning success

- ❖ Work collaboratively in pairs or groups of 3 to re-read the animals categories and in order to have a look at the web page and its content.
- ❖ Read the web page and identify the name of animals and their general features in order to understand the information about how do they look like?, how do they reproduce? And the similarities and differences between the 5 groups of vertebrates
- ❖ Do activities that require thinking and using pre-knowledge about the topic
- ❖ Classify any animal they look at into the different 5 vertebrate groups according to their physical features and other content learned and be able to ask questions using all the information learned.(referential activity nº 1)
- ❖ Play a game to recall the information read and to check their individual progress through classifying their features in the different animals groups. (referential activity nº 2)
- ❖ Look for different ways of classifying animals according to how do they move, how do they reproduce, how do they look like, what do they eat.. (revision activity nº 1)
- ❖ Test or check their knowledge on the unit playing a game in groups(revision activity nº 2 classification jeopardy game)
- ❖ Talk and write about similarities and differences between animals of the same group. (revision activity nº3)
- ❖ Use a wide range of internet resources to review and extend the knowledge about vertebrates animals while having a great time: singing, dancing, playing and learning.(extension activities)
- ❖ Be able to choose a vertebrate animal, talk and discuss how to create its habitat, what important things they are going to tell the rest of the group and who is going to be responsible for each thing. At the end of the project, prepare the oral speech about its animal.(task 3)
- ❖ Use the rubric as a tool of self-evaluation of the project and to help them to organize it.

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Títol del text

http://www.sheppardsoftware.com/content/animals/kidscorner/classification/kc_class_again.htm



Activities

Recalling

After reading the poster read the sentences and circle the correct option.

- Mammals have hair or fur / scales / feathers.
- Reptiles have fur / scales / fins.
- Birds have wings and feathers / fins and scales / dry scaly skin.
- Amphibians have 4 legs or 0 legs / 2 or 0 legs / 6 or 0 legs.
- Fish have got legs/ fins / wings.


Read and answer True or False.

- Mammals lay eggs.
- Reptiles give birth to live young.
- Birds lay eggs.
- Amphibians breathe with lungs and gills.
- Fish breathe under water using lungs.

Understanding

Work in pairs or in groups of three to think about the answers. Put the answers in common with the whole class.

- **Why do you think reptiles, amphibians and fish don't have hair or fur?**

Eg: We think 

They haven't got fur because....

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- Do you think is it an advantage or a disadvantage to be warm-blooded and cold-blooded?

Eg: We think
because...



to be warm-blooded is an advantage

- If you could choose which group of animals could you like to be?
Why?
- Eg: I'd like to be

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Applying

Work in pairs and play the game Yes/ No. Look at the photos and ask questions:

- Eg: Has it got fur? Scales? Fins? Wings?
Does it lay eggs? Birth youngs?
Is it warm-blooded? Cold -blooded?
Is it a mammal? Reptile? Fish?
Is it a



Photos from <http://www.photosforclass.com/>

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- **Play in pairs or groups of three and classify the features of each group in the correct box.**
- <http://www.sheppardsoftware.com/content/animals/kidscorner/games/animalclassgame.htm>

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Revision

1. In pairs colour the odd one. Then, check the answers in groups of four or five students.

robins	penguins	eagles	flamingos	spiderman
dolphins	Nemo	cows	squirrels	lions
Invizimals	crocodiles	snakes	lizards	salamanders
Moist skin	Webbed feet	Lay eggs	Has got long hair	Cold-blooded
Live in water	Lay many eggs	Do karate	Breathe through gills	Scales and fins

I think is the odd one because it's not a



Photos from <http://www.photosforclass.com/>

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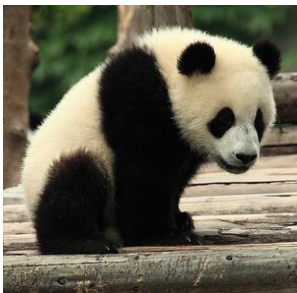
2. In groups play the jeopardy game. The leader of the animal group write down the answers on the grid.

Group name:

Score:



	Vocabulary	Animal groups	Animal features	Amphibians vs Reptiles
100				
200				
300				
400				
500				



https://docs.google.com/a/xtec.cat/presentation/d/1zmY1urnoa6s_YZO2JbpDwZH2ONeVJLbO4rjdLbzoMug/embed?hl=en&size=s&slide=id.gb2f6487_2_19
 photos from <http://www.photosforclass.com/>



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3. In pairs or groups of 4 (depending on the technological problems) students revise the mammals and birds animals using the memory game on the following links.

<http://www.sheppardsoftware.com/content/animals/kidscorner/matching/mmammals.htm>

<http://www.sheppardsoftware.com/content/animals/kidscorner/matching/mbirds.htm>

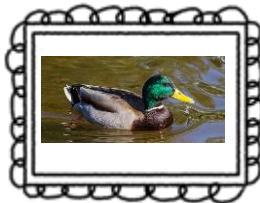
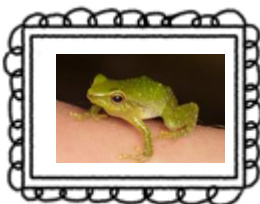
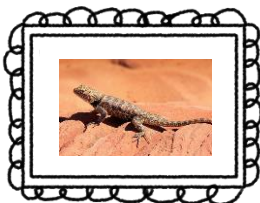
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4. In pairs talk about 1 similarity and one difference between these pairs of animals like in my beak , your beak book. Then, compare your sentences with another pair. You can use the vocabulary in the box. You can write it if it's useful for you.

Lungs ,on land, in the water, a shell, moist skin, scaly skin, feathers, webbed feet, a beak, swim, jump, walk,....



→ Robins live in the gardens. Penguins live in the snowy South Pole but they both have pointed beaks.



Photos from <http://www.photosforclass.com/>

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Extension

- **Directions:** The teacher will divide the whole class into five groups as the five groups of vertebrates animals. Each group will have one vertebrate name. Mammals, birds, reptiles, amphibians, fish. Each group will have 5 students. Each group is going to deal with one activity. **Two groups are going to deal with activity one** .
- **Responsibilities:** Each person of the group is responsible for a specific task. Read the grid and pay attention to what you must tell to the rest of the class when you finish the activity. If it helps you , you can write a sentence about it.
- **At the end:** You will have to tell to your classmates how you did it and show them an exemple in case they want to try it at home. All the web pages are going to be linked to on the school web page.
- Pay attention to all the groups because at the end the teacher will ask you some questions and if you answer correctly your group will have a surprise....

1.Let's sing and act out (TPR activity) the song. Let's go to the zoo from Super Simple Songs and learn how do some animals move. (We use the projector and sing and act out around the classroom)

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

2.Read the short descriptions about some animals and write their name while playing to the hang monkey from the british council. Work in pairs .

<http://learnenglishkids.britishcouncil.org/en/word-games/hangman/zoo-animals>

3 .Read about the animals diet web pages and then play the game.

<http://www.sheppardsoftware.com/content/animals/kidscorner/animaldiet/>
<http://www.sheppardsoftware.com/content/animals/kidscorner/animaldiet/carnivore.htm>
<http://www.sheppardsoftware.com/content/animals/kidscorner/animaldiet/carnivore.htm>

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<http://www.sheppardsoftware.com/content/animals/kidscorner/animaldiet/herbivore.gif>

play the game.

<http://www.sheppardsoftware.com/content/animals/kidscorner/games/animaldietgame.htm>

4. Play the game of nocturnal animals:

Read the information about the nocturnal animals and then play the game. Work in pairs or in the same groups of five.

<http://www.sheppardsoftware.com/content/animals/kidscorner/seekandfind/seekandfindnocturnal.htm>

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Name's group:	
	Show/ Tell to your classmates what material did you use to do your activity.
	I used..... Computer, Tv, projector, cards, a board game, a web page,
	Show / Tell to your classmates what type of activity you have done.
	I sang....I played a I watched I read....I wrote....
	Show / Tell to your classmates how you felt when you did the activity.
	I was very..... happy, nervous, proud, motivated, excited.....because...
	Show / Tell to your classmates what your activity is about?
	It's about.... dance like ,guess, learn about...
	Show/Tell to your classmates an exemple of your activity. If it's necessary you can use computers or any material. Ask the teacher.

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Project: collaborative problem solving

LET'S GO TO GITANJALI'S ZOO

MAMMALS BIRDS REPTILES AMPHIBIANS FISH

The project is to create a zoo in the class with one example of the 5 vertebrate group animals. The teacher is going to divide the class in Mammals, birds, reptiles, amphibians and fish.

1 Choose an animal that represents your group.

2 Think about how are you going to make its cage, paddock. What material are you going to use: lego bricks, plastic fences...Draw your ideas.

3 Think or draw extra materials you can bring to decorate your animals paddock. Eg: trees, plants, rocks...

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4 Now, you're zoo keepers and zoo tourist guides . Talk and discuss what important things you're going to tell the rest of the students about your animal. Read all the examples and circle the most important for you.

Body temperature, Name, **Sports**, ANIMAL DIET,
hobbies, **reproduction**, **CLOTHES**,
movement, songs, **animal**
characteristics, **school**,
weather, **colours**, interesting
facts, **nocturnal**, abilities.

5 Investigate these pages and find something interesting facts about your animal.

<http://www.anglomaniacy.pl/bear.htm>

Write or draw just one interesting fact of your animal.

<http://www.anglomaniacy.pl/alligator.htm>

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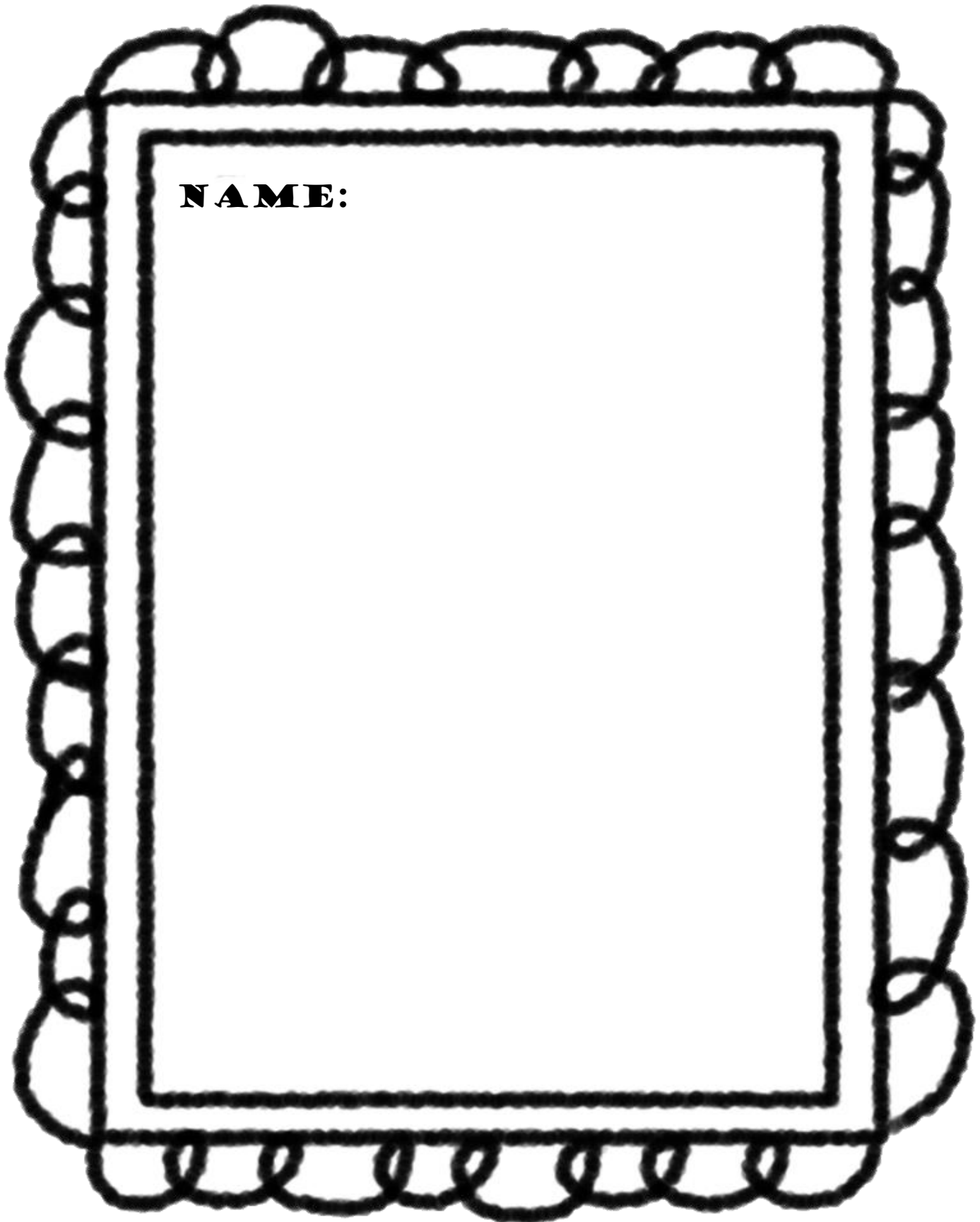
<http://www.anglomaniacy.pl/fish.htm>

<http://www.anglomaniacy.pl/newt.htm>

<http://www.anglomaniacy.pl/penguin.htm>

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- 6 Write the things you want to tell the rest of the groups about your animal:



NAME:

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7 Each group has to decide who is going to bring the material and who is going to talk the rest of the groups about the diferent aspects.

Who is going to be responsible for....?

Animal:	
	Bring the animal .
	Tell the group about.....
	Bring the material to build the cage, the paddock.
	Tell the group about....
	Bring some materials to decorate the space.
	Tell the group about....
	Make the food with plasticine
	Tell the group about....
	Label the important things of your zoo model.
	Tell the group about....

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8 Use these sentences to prepare your animal speech.

• **animal characteristics** : It has got.....

It has got hair or fur..... It has got 4 legs....
It has got scaly skin.... It has got webbed feet....
It has got moist skin.... It has got ears, two holes....

• **ANIMAL DIET: It eats**

It eats meat, fish, fruit, nuts, roots, insects, honey....
It's carnivore, herbivore, omnivore.

• **Reproduction: It**

It lays eggs: hard Shell eggs, soft eggs,
It gives birth to live young.....

• ***Movement:***It lives on../in

It lives on land. It lives in water. It moves in the air. It lives in water and on land.
It's aquatic...

• **Body temperature:** It's warm-blooded/ cold-blooded.

Warm-blooded animals have body temperature that usually stay the same.
Cold-blooded animals become hotter and colder, depending on the the temperature outside.

• ***Abilities:*** It can.....

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9. Individually evaluate your project taking into account all the diferents aspects.

				
PREPARING THE ZOO <ul style="list-style-type: none"> • Brought materials • Made the cage or paddock. 				
DECORATING THE CAGE <ul style="list-style-type: none"> • Brought materials • Made decorations with plasticine. • Labelled some objects 				
RECALLING AND APPLYING THE INFORMATION LEARNED <ul style="list-style-type: none"> • I completed the headlines/important points about my animal • I used the correct vocabulary • I found interesting information 				
GROUP WORK <ul style="list-style-type: none"> • I participated in all the aspects • I payed attention to my classmates • I spoke in Catanglish/English 				
ANIMAL SPEECH <ul style="list-style-type: none"> • I prepared my speech • I spoke clear and loud • I said true information 				

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Assessment

				
<ul style="list-style-type: none"> • RECALLING INFORMATION • You remember the 5 groups of vertebrates. • You remember the information in the web pages about the 5 groups. 				
<ul style="list-style-type: none"> • UNDERSTANDING INFORMATION • You can understand the vocabulary and the information about the 5 groups of vertebrates. • You can understand similarities and differences between the 5 groups. 				
APPLYING THE INFORMATION LEARNED <ul style="list-style-type: none"> • You can use the information to talk and compare the similarities and differences. • You can find different types of classification using your knowledge. 				
GROUP WORK <ul style="list-style-type: none"> • You participated in all the aspects of the unit. • You worked with all the members of your group. 				
ANIMAL PROJECT <ul style="list-style-type: none"> • You participated in all the aspects: <ul style="list-style-type: none"> - Decorating the cage. - Bringing the material. - Animal speech. 				

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Checklist

In this unit you have...

- ❖ . ①___ I read the text from the web page about vertebrate animals.
- ❖ . ②___ I used my previous ideas about animals
- ❖ . ③___ I classified animals into the 5 groups.
- ❖ . ④___ I worked in pairs and groups.
- ❖ . ⑤___ I played some games on the computer about animals.
- ❖ . ⑥___ I thought about similarities and differences between some animals like in the book my beak , your beak.
- ❖ . ⑦___ I danced a song.
- ❖ . ⑧___ I investigated about interesting facts of one animal.
- ❖ . ⑨___ I prepared my oral speech about my animal.
- ❖ . ⑩___ I tested my progress with the rubrics.

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