

UNIT TITLE:		“A mess in the zoo”					PRIOR KNOWLEDGE	
LEVEL: Third cycle		OBJECTIVES: to produce and understand a written description of an animal following a model. To produce and understand an oral production of an animal description.						
STEP	TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTER-ACTION	MATERIAL	CONTENTS		
1	1 session	(Before the session), the teacher thinks about the objectives of the unit. (during the session)The teacher explains the contents of the new unit and the final objective of it. Then, the teacher and the pupils will talk about different resources where they can find information about animals. The teacher explains a story called: “A mess in the zoo”	Pupils say which animals they know and which animals they want to learn about. Then the pupils and the teacher talk about different ways to find information about animals. Each pupil decides which resource will use to find out the information.	Whole class	A poster with the contents and the objectives to be developed during the unit. Some flashcards of animals (to make more comprehensible the story)	<p>Oral comprehension of a story.</p> <p>Oral and written production and comprehension of the vocabulary and the structures worked.</p> <p>Written expression and comprehension of an animal description.</p> <p>Oral expression and comprehension of the description of an animal description.</p> <p>Interest for the acquisition of the new contents and the development of the unit.</p> <p>Interest in knowing the fauna of different regions of the world.</p> <p>Positive attitude towards the oral and written classmate's productions.</p> <p>Positive attitude towards working in groups and in pairs.</p>		
2	1 session	Once pupils have found different information about animals (from Internet, books, and dictionaries, documental...) the	Pupils explain which resource has used in order to find the information. Then they explain in their mother tongue	Whole class, individually	Different information of animals which pupils have found.			

		<p>teacher recollects the information and explains it to them. This is a way to let a cooperation work and a self learning.</p> <p>The teacher works on the previous knowledge of animals that the pupils have got through different oral games.</p>	<p>curiosities about the animal found.</p>					
3	1 session	<p>The teacher reviews with the pupils some previous vocabulary about food (fruit, meat, fish...) different habitats (in the forest, in the sea, in the jungle...)</p> <p>And introduces the name of the continents. Then, the teacher tells the continent which each animal comes from, in order to familiarize with the different places. This unit can be connected with the previous unit about the different nationalities of the pupils of the class.</p> <p>The teacher explains the activity “complete the grid” and remembers to the students how to use a dictionary if they don’t know some word.</p>	<p>Pupils review some previous vocabulary with the teacher doing some flashcards games.</p> <p>Then, in groups, they complete a grid with the information which they can find inside different bags. There is a bag with food word cards, another with the continents word cards, another with the habitats word cards. Each bag has got different wordcards and pupils have to decide which wordcard can match with each animal.</p>	<p>Whole class</p> <p>In groups</p>	<p>A worksheet with a grid to complete for each group.</p> <p>Different bags with word cards.</p>			
4	1 session	<p>The teacher shows to the pupils the grid that they have done the last session in order to remember the different characteristics of the animals worked.</p> <p>The teacher shows to the</p>	<p>Pupils fill the different techniques worksheets of animals with the help of the grid of the last session.</p> <p>They choose one of the descriptions of the animals in order to</p>	<p>Whole class, in groups, individually</p>	<p>An example of technique card of an animal.</p>			

STEP	TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTER-ACTION	MATERIAL	CONTENTS		
7	1 session	The teacher writes on the blackboard the opinions of the pupils once they have finished the unit. The teacher helps them to talk about the different ways to find information, about the new vocabulary and the previous one, likes and dislikes about the unit, difficulties and easy things... the way to learn	Pupils have to think about what they have learnt and how they have done it.	Whole class and individually				
8	1 session	The teacher explains that they are going to watch the video recorded with the different descriptions of the animals that they have done, and tells that they have learn from the words of the animals, sentences, the written description to the oral production (the guessing game)	Pupils listen the oral productions of their classmates and guess which animal each pupil is talking about.	Whole class	The video (the video and the written description is for the dossier)			
9	1 session	The teacher has evaluated the oral productions (through the video), and the written production (through the written description), the process and the attitude during the development of the unit. In this session the teacher will evaluate the reading skill through a text of animals with some multiple comprehension choice.	Pupils will do the test.	Individually	Reading test			

De la biografia he adaptat alguns descriptors per a la unitat, d'altres són iguals.

Listening

Comprendre que succeeix en una història que m'expliquen.
Comprendre descripcions senzilles d'animals.

Reading

Llegir i comprendre frases curtes que he practicat sobre animals.
Llegir descripcions senzilles d'animals.

Speaking

Reproduir una descripció d'un animal realitzada.

Oral interaction

Utilitzar paraules i gestos per fer-me entendre durant l'expressió oral de la descripció de l'animal.

Writing

Escriure una descripció d'un animal amb l'ajuda d'un model i d'imatges.

Competències bàsiques

Durant el desenvolupament de la unitat es treballen les següents competències bàsiques: comunicativa lingüística i audiovisual i d'aprendre a aprendre.

MATERIALS STEP 1

(story “ A mess in the zoo”)

As every day, Tom was working in the zoo. He works as a keeper and he feeds the animals, but one day Tom had got a terrible problem in the zoo. Nobody knows the reason, but Tom forgot to lock some of the cages and some animals escaped from their cages to the middle of the zoo. Fortunately, Tom noticed the disaster!

Can you help Tom to put each animal to the correct cage?

Each cage has got an animal description in order to know about the animal which lives in, so these descriptions can help you and Tom. For this reason, first of all we will work on animal's descriptions in order to understand them and put the animals in the correct place.

Material step 3

<p>ANIMALS</p>	<p>WHERE IS THE ANIMAL FROM?</p>	<p>WHERE DOES IT LIVE?</p>	<p>WHAT DOES IT EAT?</p>	<p>WHAT INTERESTING THINGS CAN YOU EXPLAIN ABOUT THE ANIMAL?</p>
<p>INDIAN RHINO</p> 				
<p>LEMUR</p> 				
<p>KOALA</p> 				

TUCAN



GIANT PANDA



ZEBRA



KIWI



<p>RACCOON</p> 				
<p>BELGIUM DOG</p> 				
<p>BULL</p> 				

Materials step 3 (bags)

(These cards are in different bags, pupils have to match the cards with the animals showed in the previous grid, taking into account the information found.)

PLANTS	LEAVES
MEAT	INSECTS
FRUIT	SMALL ANIMALS
IN THE WATER	IN THE AIR
IN THE JUNGLE	IN THE SAVANNAH
IN THE FOREST	IN THE MOUNTAINS
FROM AFRICA	FROM ASIA
FROM AMERICA	FROM OCEANIA
FROM EUROPE	

Materials step 4

Visit wild adventure safari park and learn about the animals...

ANIMAL OF THE WILD ADVENTURE SAFARI PARK



It is a _____ Koala _____

It is from _____ Oceania (Australia) _____

It lives in _____ In the forest _____

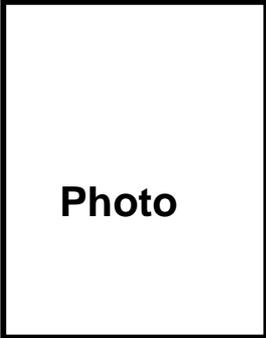
It eats _____ Eucalyptus _____

Curiosities: _____ Koala can sleep around 19 hour every day

Materials step 4

(Pupils have to fill the following worksheet using the information of the grid and following the example of the koala)

Visit wild adventure safari park and learn about the animals...

ANIMAL OF THE WILD ADVENTURE SAFARI PARK	
 Photo	It is a _____
It is from _____	
It lives in _____	
It eats _____	
Curiosities _____	

Materials step 8

(The video recorded, pupils watch the video and guess the animal of each pupil description)