

ANIMALS

¿Can a rabbit hatch out of an egg?



Goals

- 1.- Can explain the difference between vertebrates and invertebrates.
- 2.- Can Classify animals in different vertebrates' groups
- 3.- Describes the most important features of invertebrates and os each group of vertebrate animals.

1st Session

Preparing our own PORTFOLIO:

Students will collect evidences and will write about things they have done, how thye made them feel,... and keep all in their PORTFOLIO. But firts of all they must design it. They can do it bilingual or trilingual, but only in those parts where they have to express their opionion or feelings. It will have a value of 15% of the final mark. These are the parts it must have:

AIM OF THE ACTIVITY: It must show what we learnt

FORMAT: 1/2 A4

ESTRUCTURE:

- 1.- Front page: information that must appear: My Portfolio, Science, by..... They can decorate as they want using the material they want.
- 2.- Index
- 3.- Introduccion: a letter what explains what we are going to find inside: trilingual
- 4.- Collected evidences (minimun 1 per goal): a reflexion of of each one, using a TEMPLATE where explains why I've chosen it, what I like best and what was most difficult to do: trilingual

[Template for evidences](#)

5.- Closing: opinion about my portfolio: trilingual.

6.- A WORD that summarizes how I value my portfolio (in ENGLISH).

Today they will work on the COVER :front and back pages.

We will use ENGLISH classes to work on the portfolio, in TIME FOR FUN PORTFOIO’s RUBRIC

PORTFOLIO	EXCELLENT	VERY WELL	WELL	NOT ENOUGH
1.- DESIGN	Made an elaborated design and decoration of the portfolio	Included every part required and decorated	Included every part required	Didn't write what minimum required
2.- INPLICATIO N	Work on the portfolio enjoying every step and made different changes on the process, improving his/her work each time.	Followed every step and made different changes on the process	Followed every step	Didn't follow the steps required
3.- EVIDENCES	Included more evidences than required with deep explanations of the reasons for choosing them	Included minimum an evidence per goal and wrote more than one reason for choosing them	Included an evidence per goal and wrote the reasons required for choosing them	Included less evidences than 1 per goal
4.- OPINION AND FEELINGS	Gave deep explanation about opinions and feelings with correct simple sentences	Expressed opinions and feelings with correct simple sentences and gave a reason for them	Expressed opinions and feelings with correct simple sentences	Only expressed with words, without correct sentences.
5.- LANGUAGE	Used only English	Used English in more than 1 part	Used the required language in each part.	Didn't use the language required in each part

1.- Making groups and explaining the activity (20 min)

We will all go to the central playground To explain what we are doing.

They will all sit down in a circle and the first thing we do is tell them that we are playing a game to make groups.

ANIMALS IN PAIRS

We put different names of animals in a little bag (for 4 or 5 groups) and each animal per participants has the group. In our case, we will make 5 groups of four people, so in the bag we will put 4 cards of these 5 animals: lion, frog, fish, snake and cuckoo.

Each student will take one little card and making the noise or acting what that animal do (without speaking) they will meet in groups of animals. Once they are in groups, they will receive the first piece of the puzzle and will tell them to think about what they think it is for.

Brainstorming: We sit down on the floor in a circle and one of each group will share their group's ideas with the rest of the groups.

[Animals names to print](#)

EXPLAINING THE ACTIVITY

Each group will receive a clue to arrive to place where they will find a coloured card (a different colour for each group) with a QR code. To read this code they must go to their class and use the computer, tablet or the teacher's mobile phone to read it, this code explains what proof they have to make to receive another piece of the puzzle. Colour for each groups:

LION: orange

FROG: green

SNAKE: red

FISH: blue

CUCKOO: yellow

Puzzle online: <http://www.jigsawplanet.com/?rc=play&pid=0da52985ae6f>

Puzzle: [puzzle](#)

2.- Treasure hunting (30 min)

After receiving the first clue, the have to go to place where they will find a coloured card (a different colour for each group) with a QR code. They go to their class to read the QR code, they make the proof, they will receive another piece of the puzzle and the next clue, and they repeat the process. There are 3 clues, so 3 proofs, but as there are 6 pieces of the puzzle, they will receive 2 pieces each time.

[QR codes, card to print and puzzle pieces to print](#)

When they get every piece of the puzzle, the teacher will make them the question:

¿Can a rabbit hatch out of an egg?

After answering it, they will try to guess which is the topic we are gon to work on, this term. (ANIMALS)

Material

Coloured cards for each group

Cream and make up for painting faces

Different colours rubbish plastic bags for fancy dresses.
Cellotape, scissors, plaincard (different colours)

3rd Session (Cooperative groups learning)

What do we know? (15 min.)

The children will divide in cooperative groups. (we wil use the groups that are already stablished, so each student know wich role they have).

Each group will be asked to answer a question that must answer and write using 1,2, 4 structure (with 5 min., for each; so they wil have 15 min for both questions)

Questions:

- 1.- ¿What do ou think wi are going to talk about?
- 2.- ¿What do you think we are going to learn?

SHARE INFORMATION (20 MIN): Loudly and in turns, every group will tel the rest of the groups what they answered.

At the end, the teacher will tell them which the topic is.

Videos (20 min)

And they will see this videos. Taking notes the any information they think is important.

[Awesome Animals HD 1080p & 3D](#)

zeyd ibrahimi

[Kinds of Animals](#)

Robert Teacher

4th Session

Thinking routine: *Compare and contrast*











- 1.- Draw on the whiteboard a cow and an ant. And ask them tell me differences you can see.

ANIMAL KINGDOM

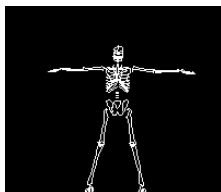
The animal kingdom is made up of 2 main groups:

ANIMALS WITH BACKBONES					ANIMALS WITHOUT BACKBONES
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Animals with backbones are called VERTEBRATES.	Animals without backbones are called INVERTEBRATES.
Some VERTEBRATES are:	Some INVERTEBRATES are:

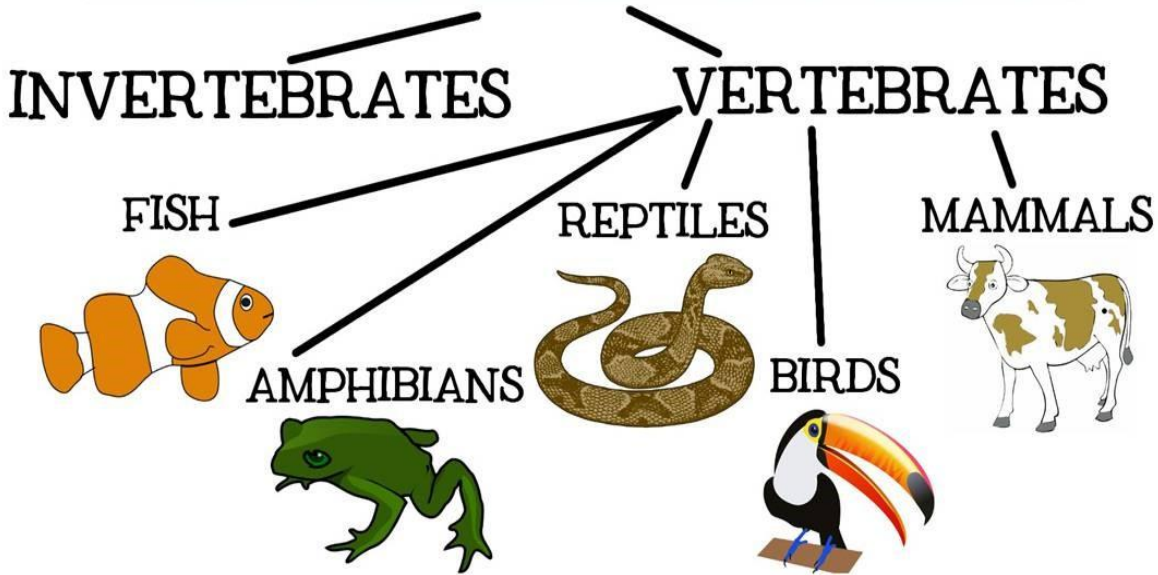
Mammals		Molluscs	
Birds		Worms	
Reptiles		Arthropods	
Amphibians		Echinoderms	
Fish		Coelenterates	

We are vertebrates and have a skeleton to keep us upright and to help us to move.

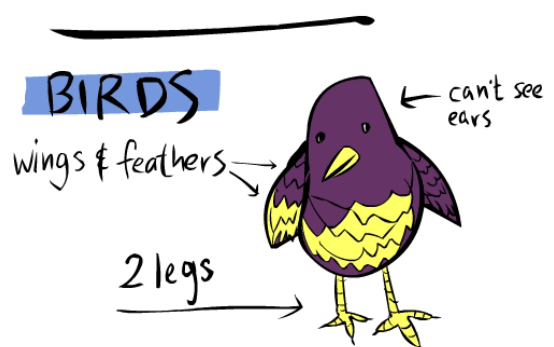
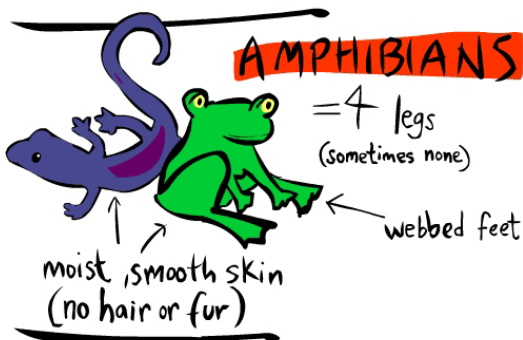
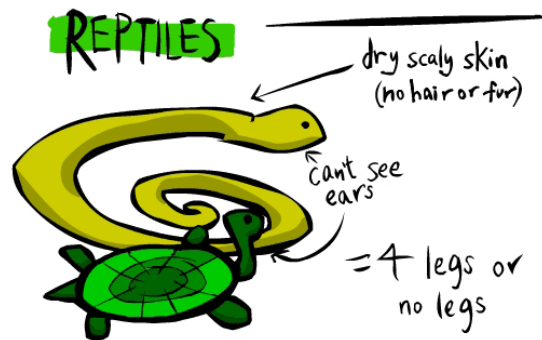


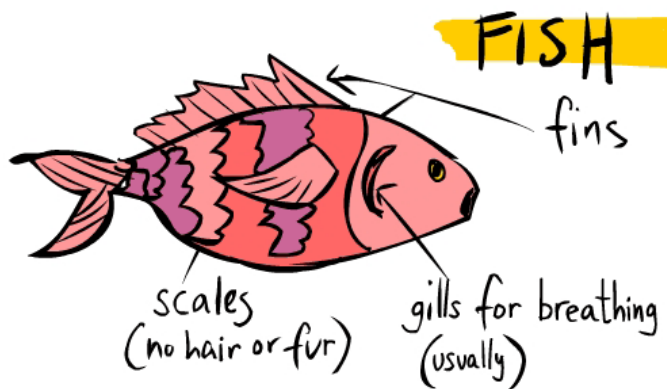
Desde <<http://www.zephyrus.co.uk/kingdomanimal.html>>

ANIMAL CLASSIFICATION



Explain different features of different groups of animals:





Animals classification information and games: (deeper information about each group)

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

Distinguish animals features, compare and contrast

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

Games:

Classification game:

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

Look, create, play, learn, find+count games. <http://www.sheppardsoftware.com/preschool/animals.htm>

Constructor: all kid of games:

https://constructor.educarex.es/constructor/gestorSecuencias/reproducir_secuencia.php?id_coleccion=2301

5th Session

1.- POSTER GAME

We will set on the corridor´s wall the 5 groups posters with an animal on each. Next to the we will put every feature in disorder all around them. The game consists in collocating the correct feature next to the correct animal.

[Posters to print](#)

2.- Animals nutrition. Information and games: we will review information about nutrition and learn some example of animals for each group.

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



6th and 7th Session

We divide the students in cooperative groups and each group will do an activity and will rotate after 25 minutes.

Group 1: Make the puzzles and fill the table [PUZZLES](#)

Group 2: name the animals and put the correct animal in the correct group. [NUTRITION](#)

Group 3: features posters in the corridor

Group 4: interactive activities [constructor](#) (digital board) : all kind of games

Group 5: interactive activities in the [internet](#)(laptop): classification game

These activities and papers are options to choose as evidences in their portfolios.

8th and 9th Session

Making informal groups :

We give 5 minutes to students to set in a line in order of birthday. Once they are in order, will divide them in groups of 3 in the order they are. Each group will have a number. (from 1 to 6).

NOTE: it's better to have in a paper the list of students' birthday just in case a student is missing or any student don't know when their birthday is.

Project

Each group will choose 1 group of animals: Mammals, Fish, Birds, Amphibians, Reptiles and Invertebrates (in general). There is only one condition, they cannot repeat the same group. For this, we will set a GALLERY WALL with different posters of different animal's information collocated in groups, hanging on a rope or on the wall, so that the student can see what information there is:

Mammals: dolphin, dog, cow, lion

Birds: chicken, peacock, flamingo, eagle, duck

Fish: shark, clownfish, swordfish, seahorse

Reptile: snake, turtle, lizard, crocodile

Amphibians: frog, salamander

Invertebrates: snail, crab, ant, spider, worm, octopus

INFORMATION POSTERS

More Information about different animals of different groups of animals.

http://www.sheppardsoftware.com/web_games_trivia_animal.htm

Explain the rubric

PROJECT	EXCELLENT	VERY WELL	WELL	NOT ENOUGH
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1.- INFORMATION	They included deep information and more points than asked	they included deep information about every point asked	They included some information about every point asked	They didn't include every point asked.
2.- ORGANIZATION	The assignments have been evenly distributed taking the difficulties into account	The assignments have been evenly distributed	They have distribute every task	Each one have worked individually
3.- TAKING PART	They have fulfill their tasks hopefully, have helped their partners and included own ideas that haven't been asked to do	They have fulfill their task and have helped their partners	They have fulfill their tasks	They have not fulfill their tasks
4.- PRESENTATION	They have presented their project (without reading) participating equitably and understood what they have explained and Have interacted with their peers	They have presented their project (without reading) participating equitably and understood what they have explained	They have presented their project participating equitably and understood what they have explained	Didn't present their project

Each group must design a poster (½ plaincard size) where must appear at LEAST this information:

- name of the group of Animals they have chosen
- General features and facts
- Type of nutrition
- Type of reproduction
- Examples of animals in their group

9th and 10th Session

1.- Each group must design a poster (½ plaincard size) where must appear at LEAST this information:

- name of the group of Animals they have chosen
- General features and facts
- Type of nutrition
- Type of reproduction
- Examples of animals in their group

2.- they must put this information in a rough paper

3.- They will decide who is doing what task

4.- Make the poster

5.- Decide how they will present the poster and who is presenting ehat part.

6.- Prepare questions for their classmates

7.-Rehearse the presentation

11th Session

Presenting their posters

Every group will present their posters and make questions to the rest of the students about what they have presented.

Making a giant book

We will make a giant book with every poster and set it on the corridor's wall. They can take the book home in turns to show at home what they have done.

12th Session


Evaluating game : 1,2,3 repeat and say

As it is an evaluating game, the teacher is the one preparing the questions for the game. The teacher will ask each group in turns and will receive 1 point per correct answer. Each group will have 15 seconds to tell all the correct answers they remember. If the tell one wrong answer the round will finish. The game will have 2 rounds, 10 questions in total.

the teacher will make the question and will tell an example, the first component of the group must repeat the example and then in order must sum up more different correct answers, WITHOUT REPEATING ANY. If any of them doesn't know what to say, the rest of the group can help him making MIMICs (no talking) and everybody must respect their turns.

1.- They will divide in Formal Cooperative groups: 5 min.

2.- They will set looking to the whiteboard (look the picture)

1. 



3.- The points table will be projected on the digital whiteboard (word document)

4.- Explanation of the game: It must be clear that the first one of the group must repeat the example given and the rest must tell different answers without repeating any. If any of them doesn't know what to say, the rest of the group can help him making MIMICs (no talking) and everybody must respect their turns. (15 min)

5.- ROUND 1: there will be 4 envelopes on 1 tray and we will give each group to choose 1 in turns (1 per group) (10 min)

6.- Start with questions and answers.

7.-ROUND 2 (10 min)

8.- Questions and answers

9.- Counting points (5 min)

Material for teacher

[Envelopes with questions](#)

[Tray](#)

[Digital board](#)

[Points table](#)

ROUND 1:

1.- Tell me as many Mammals as you can, for example, lion. 1,2,3 repeat and say

2.- Tell me as many Reptiles as you can, for example, snake. 1,2,3 repeat and say

3.- Tell me as many Amphibians as you can, for example, frog. 1,2,3 repeat and say

4.- Tell me as many Birds as you can, for example, eagle, 1,2,3 repeat and say

5.- Tell me as many Fish as you can, for example, Hammerhead shark. 1,2,3 repeat and say

ROUND 2:

1.- Tell me as many Oviparous animals as you can, for example, chicken, 1,2,3 repeat and say

2.- Tell me as many Viviparous animals as you can, for example, monkey, 1,2,3 repeat and say

3.- Tell me as many Herbivore animals as you can, for example, giraffe, 1,2,3 repeat and say

4.- Tell me as many Carnivore animals as you can, for example, tiger, 1,2,3 repeat and say

5.- Tell me as many Omnivore animals as you can, for example, human being, 1,2,3 repeat and say