CLIL LESSON PLAN FOR SUBJECT: Biology **DEVELOPER:** Katingo Vati

TOPIC: The evolution of amphibians

GLOBAL GOAL: To gain an understanding of the origins of early amphibians

AGE OF STUDENTS: 12-13 **LEVEL:** B1 **TIMING**: 45 minutes

<table>
<tr><th colspan="2">Aims</th></tr>
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- Understand events that lead up to the first amphibians.
- Be able to explain how and why the first amphibians evolved.
- Be able to compare the life cycle of a frog to the evolution of the first amphibians.
- Predict what amphibians evolve into.

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<tr><th colspan="2">TEACHING OBJECTIVES (What I plan to teach)</th></tr>
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Content

- Understanding of what amphibians are.
- Understanding of where early amphibians came from.
- Identification of the difference between fish and amphibians.
- Use of scientific language

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Cognition

- Answering how and why questions.
- Understanding of how early fish evolved into amphibians.
- Making comparisons indicating similarities and/or differences between a life cycle and an evolution timeline
- Making predictions of what some amphibians may evolve into.

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Culture

- Comparing the past and the present (amphibian fossil in Czech Republic).
- Understanding why some early creatures left the water and moved onto land and how they adapted to the new environment.
- Using Greek root words and affixes for scientific terms.

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<tr><th colspan="2">Language and Communication</th></tr>
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Language *of* learning

- **key vocabulary:**
  - amphibians
  - fish
  - complex or multi-cell creatures
  - evolution
  - fossil
  - cycle
  - timeline

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Language *for* learning

- compare
- answer questions 'how' and 'why'
- describe processes (life cycle and evolution)
- predict
- identify
- Present work
- create early amphibian with group
- Use of verb tenses appropriately
- Use of affixes for scientific names

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<tr><th colspan="2">LEARNING OUTCOMES
(What learners will be able to do by the end of the lesson/s)</th></tr>
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By the end of the unit, the learners will be able to:

- Explain how and why evolution takes place (focusing on amphibians)
- Predict what came after the first amphibians.
- Compare a life cycle with an evolution timeline.

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<tr><th colspan="2">Assessment Methods/Tools</th></tr>
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- Teacher to assess Ss prior knowledge and understanding through questioning

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- Peer and teacher assessment of their use of scientific words when creating an original amphibian.