

**CLIL LESSON PLAN FOR SUBJECT: Biology**

**DEVELOPER: Ivana Bešťáková**

**TOPIC: Amphibians**

**GLOBAL GOAL:** To develop learners' awareness of the life cycle of frogs

**AGE OF STUDENTS** 13-14 years

**LEVEL:** B1

**TIMING:** 45 min

Aims	
<ul style="list-style-type: none"> <li>• SS will be able to recognize and identify some part of frog's life cycle</li> <li>• SS will be able to distinguish between adult frog - tadpole - froglet</li> <li>• SS will develop their listening skills through watching videos</li> <li>• SS will develop their reading skills through working on their worksheets</li> <li>• SS will develop their organizational skills through working in groups</li> <li>• SS will improve their communication skills while working in groups</li> <li>• SS will revise name of some amphibians and fish</li> </ul>	
TEACHING OBJECTIVES (What I plan to teach)	
<b>Content</b>	
<ul style="list-style-type: none"> <li>• How frogs are adapted for development in water</li> <li>• Life cycle of frog</li> </ul>	
<b>Cognition</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>• Identifying various part of the life cycle of a frog</li> <li>• understanding how amphibians breath</li> </ul>	<ul style="list-style-type: none"> <li>• adaptation of amphibians to their habitat</li> </ul>
Language and Communication	
<b>Language of learning</b>	<b>Language for learning</b>
<ul style="list-style-type: none"> <li>• Defining, describing, comparing</li> <li>• Present tense</li> <li>• Questioning and answering</li> <li>• <b>key vocabulary:</b></li> <li>• frog, egg, tadpole, gills, lungs, froglet,</li> <li>• preposition of place: in, under, on, around</li> </ul>	<ul style="list-style-type: none"> <li>• Classifying</li> <li>• Comparing and contrasting</li> <li>• Describing</li> <li>• Prepositions of places</li> </ul>
LEARNING OUTCOMES (What learners will be able to do by the end of the lesson/s)	
<p><b>By the end of the unit, the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• To be aware of influence on amphibians' environment and livelihood of the body structure</li> <li>• be able to distinguish between parts of life cycle of frog               <ul style="list-style-type: none"> <li>- egg, tadpole with tail/with legs, froglet, adult frog</li> <li>- representative species of amphibians</li> <li>- can explain evolution of amphibians (larva stage in water and adults on land)</li> <li>- can identify parts of frog's life cycle</li> </ul> </li> </ul>	
Assessment Methods/Tools	
<ul style="list-style-type: none"> <li>➤ presentation of group work</li> <li>➤ worksheet</li> </ul>	