NEW TAIPEI CITY I.E.T.W. BILINGUAL ENGLISH PROGRAM

LESSON PLAN # S2.U8.L1	**SUBJECT: EFL**	**GRADE: 5 AGE: 12-14**
UNIT: ENVIRONMENTAL PROTECTION	**TOPIC: FACING EXTINCTION**	**LEVEL: BASIC K.P.I.**

COMPETENCE INDICATORS

To follow that of the International Education prescribed curriculum and basic K.P.I. goals.

4.1.2   Global responsibility. Equip ss. with the knowledge needed to protect our planet and its inhabitants (mainly animals).

SCOPE: LESSON DESCRIPTION

The unit is meant to promote awareness for global crisis' such as the endangerment of animal species on earth.
To encourage and expand a student's language base in English throughout a current international subject.
The outcome is to foster positive relationships towards animals and the protection of all creatures, not just humans!

LEARNING GOALS

Identify what students are expected to know and be able to do, as if asked the purpose by a principal.

What will the class learn?
        Students will learn about;

Sentence Pattern: "Losing animals is like losing our families."
                           "*Animal name(s)* are facing extinction because of *Cause*."

Target Phonics: Light "Ll", Dark "Ll"

Target Vocabulary: Extinction, endangered, species, ivory, fur, poaching (hunting), captivity, wild, protection, entertainment, fishing, farming, medicine , animal names.

Language Skills: Listening, speaking.

Communicative functions: Pronounce phonics Ll, and new vocabulary.

SUCCESS CRITERIA

Identify the expectations set upon the students to achieve within the class. What should the student know, understand, and be able to do?

If I was a student; after the lesson I will be able to:

        Ss. will learn to differentiate between endangered animals, and their locations on earth.
        They will understand how man is destroying the world and its inhabitants.
        Understand global responsibility is all our concern.

ASSESSMENT

Identify the criteria to assess student's learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills; in student friendly language. Assessment mode: oral, performance, written. What strategy's, or tools used?

        Students will be assessed from their ability to place animal f.cards on the map.
        To create extinction sentence.

MATERIALS

1. 32 name tag holders and clip-ons.
2. 30 Name tag templates.
3. Projector, internet access and google drive software.
4. Animal flashcards and Cause flashcards.
5. yoga balls

THE LESSON: 18 MIN

Motivational Engagement:

[2min]prior class time   Wait in the hall for the ss. to arrive and have them line up so they are prepared to meet instruction requirements.
Teacher: "Good morning everybody" ss. to reply greeting dialogue.
Ladies first, ss. to enter in an orderly fashion. Reminds ss about their name tags and behavior prior to entering class.

[3min]   Warm-up activity
Phonics time: Letter Ll; light dark L.

Direct Instruction: 15 min

- Note: No co-teacher collaboration. No co-teacher has been funded for the past two years.
- Proceed to Extinction PPT
- Define lesson for today and its path.
- Focus on the large cat species; focus on the tiger population.
- [1.5min] Video: "Tigers are going extinct" https://www.youtube.com/watch?v=vrp0boIH9mA
- Pose question to ss. asking what happened to the tigers? Did they comprehend the video?
- Vocab: Learn, pronounce, listen and repeat.
- "What's that word" Guess, learn, say
- Provide visual hints describing the word.
- Briefly show locations of endangered animals on the map.
- Define each vocab. word using visual aids to solidify core comprehension of new word.

PRACTICE: COLLECT INFORMATION 10 MIN

How to practice what was learnt?

- Sentence pattern "*Animal name(s*) are facing extinction because of *Cause*."
- In this practice portion ss. will have a chance to choose and guess why certain animals are being driven to extinction.
- All causes should be man related and express how selfish and narrow minded humanity can be.
- Describe 5 causes for animal extinction.
- 1 student from a team must raise their hand and come to the board to form a sentence using the fcards.
- He will place the fcards in the right order on the sentence pattern to make a formal sentence pattern.
- Once complete student will be seated and class to read and repeat.
- Points given for positive behavior, participation and correct responses.

APPLICATION: 10 MIN

What points should students apply?

- Learning through doing:
- "Where in the world?"
- Ss. will be seated in their teams and on their yoga balls.
- Teacher will pose a question using the fcards and sentence pattern.
- Team must raise their hands and guess where in the world the "cause" is occurring.
- Once ss. from that team will take the fcard and bounce over to the location on the map; and place the fcard.
- Continue until all causes are located or time is complete.
- Place all fcards on the board in 2 separate locations, animal board + cause board.

WRAP UP: 2 MIN

Class is finished:

- Ss. to make yoga ball pyramids.
- Teacher and helpers to grab and place fcards from the floor; put them back onto the board.
- Name tags to name-tag captains.
- Be seated quietly. Wait to be called upon.
- Teacher to choose winning teams in order of points.
- Ss. to stand and recite 1 vocab world from the list.
- Once complete, the team may leave to put on their shoes.
- Repeat procedure for each team.

REFLECTIONS:

Any specific details, or observations which occurred during the administration of this lesson?

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