



LESSON PLAN FORMAT

SUBJECT	Science	GRADE	EIGHTH
TOPIC	The ecosystem	LENGTH	120 MINUTES
AIMS			
MAIN AIMS			
<i>(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)</i>			
<p>Students will be able to determine the importance of frogs for the environment, -To foster language skills such as speaking and listening - To increase environmental awareness of the natural realm around us - To inquiry about nature and processes in nature</p>			
TEACHING OBJECTIVES			
Content <i>(New knowledge, skills and understanding)</i>	Cognition <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	Culture <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<input type="checkbox"/> The life cycle of a frog <input type="checkbox"/> The life cycle of butterflies and moths <input type="checkbox"/> The endangered habits	<input type="checkbox"/> Evaluate: determine the possible outcomes of processes - <input type="checkbox"/> Analyze: (draw connections and differences among varied occurring events and phenomena) - <input type="checkbox"/> Understand: report the cycles and identify the differences among them	<input type="checkbox"/> Culture/Citizenship <input type="checkbox"/> preserving a green world <input type="checkbox"/> the importance of ecosystems and nature preservation	
Communication <i>(What and how)</i>			
Language of Learning <i>(Key vocabulary – content-obligatory) (Key vocabulary – contenny)</i>	Language for Learning <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	Language through learning <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
Language of learning (= topic specific essential vocab & grammar) Language life cycle of the frog · Ordinal numbers: first, second, third, fourth, fifth · Vocabulary: air, breathe, changes, egg, female, frog, frogspawn, gills, grow, jelly, leg, life cycle, lungs, male, metamorphosis, pond, stages, tadpole, tail, toad, water	Language for learning (=language needed to operate in the learning environment or in a particular lesson – discuss, justify, explain, etc.) - arrange - cut out - Paste - discuss	Culture/Citizenship - preserving a green world - the importance of ecosystems and nature preservation Materials & resources - Worksheets - Images for cutting and labeling - Notebooks - Colors and pencils.	
CRITERIA FOR ASSESSMENT			
<i>(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)</i>			
Formative Assessment “The life cycle of a frog” . Students receive some pictures and they have to organize them in the correct order. CUT DOWN THE PICTURES AND PUT THEM IN ORDER		Summative Assessment	

LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
10 MINUTES	Activate prior knowledge	<p>Life Cycles in nature Previous knowledge - Notions of living and non-livings micro and macro organism - Current and ancient animals (dinosaurs) - Things around you - The ecosystem</p> <p>Previous skills - Observing and taking notes - Counting, describing signaling - Making inferences</p>	Images about ecosystems, such as: landscapes, vegetation, and so on.
15 MINUTES	Lead in Exploration	<p>Students watch a short video about life cycles.</p> <p>Ask the students to brainstorm the topic, the different animals that were displayed on the video (in groups or individually). The teacher writes their comments on the board and draws some of the easiest animals to facilitate naming. Teacher name tags all the animals displayed in the video.</p>	https://www.youtube.com/watch?v=cqe2Amos0yU
15 MINUTES	Listening and speaking	<p>Teacher hands out the worksheet #1 for students to match the animal body parts(frog in its different stages) (the worksheet contains hints)as they hear it from a recording made by the teacher. Teacher hands out the fact box.</p> <p>Students explain with their own words what they have done.</p>	Worksheets A box
10 MINUTES	Core content	Teacher elicits the characteristics of frogs from students based on worksheet 1. Students suggest which is the natural environment for frogs, the way of locomotion, blood type and other aspects are introduced by the teacher.	
10 MINUTES	Inquiry activity	Teacher asks for students search online through cell phones or computers find out about the frogs and toads in the area/country and they have to make a list.	
15 MINUTES	Application	<p>Students comment about the importance of frogs in the environment through this game</p> <p>Activity: using the worksheet from unit 4 of the book, the teacher guides the students through it. They write first 1st, second 2nd, third 3rd, fourth</p>	<p>http://www.harcourtschool.com/menus/science/grade2_nl.html Game</p> <p>http://www.globalclassroom.org/ecell00/javamath.html</p>

		-4th and fifth 5th on the board. Discuss the changes from frogspawn to tadpole, to tadpole with back legs then four legs and finally, frog. Give out the Activity sheets and play Audio file (or use your own voice to model the pronunciation of the important vocabulary. Ask The pupils follow and repeat the words. Put pupils into pairs to ask and answer questions about the stages, e.g. What happens in the third stage.	
30 MINUTES	Performance and evaluation	<p>“The life cycle of a frog” . Students receive some pictures and they have to organize them in the correct order.</p> <p>CUT DOWN THE PICTURES AND PUT THEM IN ORDER</p>	Pictures of the different stages of the life cycle of a frog.
5 MINUTES	Evaluation	Self-assessment and co-assessment.	