

LESSON PLAN FORMAT

SUBJECT	SCIENCE	GRADE		TENTH
TOPIC	HABITATS	LENGTH		8 HOURS
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 explain how environmental problems affect habitats and propose possible solutions to protect endangered ecosystems and animals' life.</p>				
SUBSIDIARY AIMS				
<ul style="list-style-type: none"> + Students will be able to use new vocabulary related to their natural environment and its problems. + Students will be able to identify causes and effects of endangered species. + Students will be able to compare the way people live in different ecosystems. + Students will be able to exchange ideas, information, opinions and comparisons about environmental problems and endangered species. 				
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>	
<ul style="list-style-type: none"> ● Classify specific vocabulary related to habitats like: types of habitats, animals, weather, elements around. ● Identify the animals that live in each habitat. 	<ul style="list-style-type: none"> ● <i>Analyze reasons, causes and effects of endangered animals in different types of habitat.</i> 		<ul style="list-style-type: none"> ● Compare how people and animals live in the desert, pole and coastal, among others... <ul style="list-style-type: none"> - Food they eat - Weather - Clothes people wear - Places animal or people live / houses or homes - Jobs people can do in those habitats 	
Communication <i>(What and how)</i>				
Language of Learning <i>(Key vocabulary – content-obligatory) (Key vocabulary – content)</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>	
<ul style="list-style-type: none"> ● Define and draw new vocabulary related to habitat, like: <ul style="list-style-type: none"> - Types of habitats - Animals - Endangered animals - Climate - Environment elements - Ecological niche - Food 	<ul style="list-style-type: none"> ● Describe a habitat that calls your attention the most using proper adjectives. ● Brainstorm characteristics of some habitats (deserts, poles,)in your country pointing to animals' life, climate, types of plants, human life <p>-Where do plants grow? -chemical and industrial waste -gas emission -water/forest/energy resources -wildlife reserve -toxic waste -Man-made disaster -greenhouse</p>		<ul style="list-style-type: none"> ● <i>Practice small talks using specific questions to talk about habitats in your country, How is it like? What's the weather like? What animals live there? Can people work there? What can they do? What type of food can you find? What types of plants grow there? What happens if...? What environmental problems affect the habitat?</i> 	

	<p>effect - global warming - deforestation - air and water quality -level of pollution -loss of habitats -die out -endangered species -arid habitat -dry/humid/rainy climate -suitable arrangement -predator -territorial animals -drought -habitat's food chain -biotic factor</p>		
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CRITERIA FOR ASSESSMENT

(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)

<p>Formative Assessment</p> <p>Prepare an infographic about endangered animals around the world. How did pollution affect habitat for animals' life?</p>	<p>Summative Assessment</p> <p>Prepare an oral presentation describing a habitat in Colombia, talk about the species that live there, the food they eat, climate changes, where they live, the role of an organism in an ecosystem, environmental problems you find there, ...</p>
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LESSON PROCEDURE / ACTIVITIES

Time	Stage	Procedure	Materials & Resources
1 hour	Activate prior knowledge	In groups of 3, students design different semantic networks to widen vocabulary in each category: animals, climate, endangered animals, types of habitats, type of food, type of plants, environmental issues, ...	Sheets of papers Markers, color pencils, pencils... Dictionary
1 hours	Lead in	<p>Students will watch a video about "Colombia, hábitat de cientos de especies endémicas". They must listen individually for new vocabulary and types of habitats, endangered species, diverse species and other important information from the video. The video will be played three times.</p> <p>In pairs, students should choose a habitat they have visited, watched, heard or read in their country to make a drawing and brainstorm its characteristics and biodiversity.</p>	<p>Video (00:05:46): https://www.youtube.com/watch?v=KN5MHZEPyR8</p> <p>Video beam, speaker Internet connection Sheets of papers Markers, color pencils, pencils... Dictionary</p>
1 hour	Task 1	<p>Students must read individually the text "Habitats of the world" and design a mind map where they represent the different types of habitats and their characteristics.</p> <p>Students will display their mind maps on a billboard to be viewed for the whole class.</p>	<p>Reading "Habitats of the world": https://nurturenaturecenter.org/wp-content/uploads/2015/08/Habitats-of-the-World-worksheets.pdf</p> <p>Sheets of papers Markers, color pencils, pencils... Dictionary</p>
	Task 2	Students will prepare a conversation in pairs. They must talk about the habitat	<p>Web site: https://ypte.org.uk/factsheets</p>

1 hour		<p>that called most their attention. They must introduce specific vocabulary along the dialogue, like: biodiversity, endangered species, environmental issues, ecological niche, climate changes, etc...</p> <p>Questions must focus on the type of habitat they like the most:</p> <ul style="list-style-type: none"> • <i>What ecosystem do you like the most? What is it like? Do you know that... ? What's the weather like? What animals live there? Can people work there? What can they do? What type of food can you find? What types of plants grow there? What happens if...? What environmental problems affect the habitat? What can we do to preserve it? Can we ...?</i> • <i>Compare how people live there and where, what they eat, what they wear and what they do for living with your real and daily life.</i> 	/endangered-animals-of-the-world/habitat-destruction
30 minutes	Task 3	<p>Students will read the document “The Value of Endangered Species: the Importance of Conserving Biological Diversity” in groups of 3.</p> <p>Students must discuss and design a diagram, a fishbone outline, to identify the causes and effects of endangered species according to the text before.</p>	<p>Reading: “The Value of Endangered Species: the Importance of Conserving Biological Diversity”: https://edis.ifas.ufl.edu/pdf/5Carchived%5CUW%5CUW064%5CUW064-5603025.pdf Fishbone scheme template</p>
45 minutes	Task 4	<p>Students will design an infographic in groups of three. They must talk about the importance of making an effort to save endangered species and how maintaining biological diversity would benefit human life. They also must propose ideas to save those habitats.</p>	<p>Reading: “The Value of Endangered Species: the Importance of Conserving Biological Diversity” Cardboard Markers, color pencils, recycled magazines, glue, ruler, ...</p>
1 hour	Discussion task	<p>In groups of 3, students must find out about endangered habitats in their country. They must point to...</p> <ul style="list-style-type: none"> - description of the habitat, name, location... - climate, temperatures or weather changes.. - animal's life... - nature, ecological niche, plants, food that grows there... - environmental issues... - endangered species - causes of environmental problems - possible solutions 	<p>Internet connection computers, cellphones, tablets notebooks to take notes maps Rubric for written work</p>
1 hour	Practical task	<p>In groups of three, students will make an oral presentation about the chosen endangered animal in their country.</p>	<p>Maps Infographic Pictures of endangered species Fishbone scheme Rubric for oral presentations</p>
30 minutes		<p>Individual and written work... Write a reflection on a sheet of paper attending to the following questions...</p>	<p>A notebook a self-assessment rubric</p>



	<p>Wrap up</p>	<ul style="list-style-type: none">- What did you learn throughout the lesson?- Why was this lesson important for your life?- How is your life similar or different from other people around the world?- How did you change your mind about nature?	
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