

Lesson #9

Name of Lesson: A Trip to the Zoo!

Lesson overview:

No unit is complete without a field trip! This lesson prepares students for the trip to the zoo by practicing how to read a map. Students will use and practice adverbial clauses using 'after', 'before' and 'when'. They will also create a plan of action using this grammar point. The purpose of this field trip is to visit Destination Africa at the zoo to view the gorillas that we have been studying as well as to see other endangered animals.

Objectives:

| Language Learning | Concepts | Strategies |
|--|---|---|
| Adverbial clauses -when, before and after Stating factual information | Habitat Adaptations-physical and behavioural Structures/organizations | Creating a plan of action Cooperating with peers Asking for information or assistance |

Materials: Computers
Chart paper/ markers
Sentence strips
Camera
Scavenger Hunt sheets

Activities: Small group/large group discussion
Collaborative writing (in class)
Reviewing previous homework assignment
Creating a plan of action
Role-playing

Teaching Phase:

Part 1: Warm up

- ◆ Review the homework assignment from lesson 8 -Share poems
- ◆ Poll the students to find out who has been to the zoo and what they have seen there.
- ◆ Play “Gorilla Jeopardy” to access background knowledge and recycle learning of the past 8 lessons (see sample at end of this lesson).

Part 2: Teaching new language, concepts, and strategies

Gorillas – An Endangered Species

- ◆ Introduce the purpose the lesson by reminding the students that they will be going on their field trip to the zoo the following day and that they need to plan a course of action of what they will do when they get there.
- ◆ Divide the students into small groups of 4 or 5, locate the Calgary Zoo website (<http://www.calgaryzoo.com/>). The site has a list of animals that one can see at the zoo. This will give them some ideas for their final project as well as for the 'scavenger hunt'.
- ◆ Guide the students through the website focusing on the zoo map. Students are to discuss and plan their trip to the zoo.
- ◆ Instruct the students to appoint one person to be their spokesperson and one person to be the recorder of information. They are to write in order their plan of action (what they will see first, etc.)
- ◆ Distribute one piece of chart paper to each group and some markers for them to record their information.
- ◆ When the groups are ready, have each group present their plan. Question the students and draw them into using words from the grammatical point that will be taught through this lesson.
 - ◆ **Example:**
 - Where will you go **before** you see the elephants?
 - What will you do **after** lunch?
 - Kassem and his group are going to see the reptiles **when** Rida and her group are visiting the bears.
 - Where will your group be, Vanessa?
- ◆ Post the charts around the room as each group puts forth their plan of action. This is a good opportunity to troubleshoot; point out ways that the students can find their way around if they are lost or separated. Brainstorm how to ask for help if you are lost, where to go, etc.
- ◆ Practice asking for assistance and asking for information (for the scavenger hunt). What type of language will they use? How do you approach someone to ask him or her for assistance? What do you need to say after they have helped you? What if they are unable to give you the information you need?
- ◆ After each group has planned their outing to their liking, create a master plan for the class identifying where and when to meet for lunch and for the trip home.
- ◆ Give each group of students a scavenger hunt worksheet to complete on their field trip. Guide them through the questions they will be required to answer. This is a **contact** assignment. Students must ask zoo employees (trainers) for the answers.
- ◆ Guide the students through the assignment, pointing out the opportunity to find the endangered animal that they will be researching as a final project in this unit. In other words, they must have chosen an animal by the end of the field trip.

Part 3: Practice/reinforcement and extension of new learning

Gorillas – An Endangered Species

- ◆ Review 'adaptations'
- ◆ Review their plans of action for the trip and discuss appropriate behaviour
- ◆ Practice asking for assistance, or directions with a partner (Review)

Part 4: Closure

- ◆ Remind the students of what they are to bring for the field trip the next day and how to dress appropriately for the weather.
- ◆ Before leaving on the trip, remind them of their plan and ask them to try to stick to the plan as much as possible. They may bring a camera to take pictures of their endangered animal if they have already chosen one.
- ◆ Review the scavenger hunt sheet. Remind the students that this is their opportunity to view their endangered animal close and that they need to choose an animal to research.
- ◆ Have fun on your field trip and don't forget your camera!

Gorillas – An Endangered Species

Gorilla Jeopardy

*Rules of the game very similar to the TV game show.

*I use the sentence strip chart to hang the cards on for display.

Jeopardy cards:

| | \$100 | \$200 | \$300 | \$400 | \$500 |
|----------------------|--|--|--|---|--|
| Gorillas in the Mist | The mountains where the gorillas live (Virunga Mountains) | This person dreamed of going to Africa when she was very young. (Dian Fossey) | These people threatened the survival of the gorillas by hunting them | A group of animals that includes humans (primates) | Dian's go friend. (Digit) |
| Vocabulary | Threat to survival | Clearing the land of all trees | A close family member | To steal/kill an animal illegally | Happened by mistake |
| Gorilla life | Gorillas do this a lot when they are not looking for food (move around) | In the wild, gorillas spend half their day doing this (Looking for food) | Gorillas sleep here each night (nests) | New mother gorillas need to do this to learn how to look after their babies (watch) | Gorillas live in t type of habitat (rainforest) |
| Kakinga's Troop | The gorillas in the Calgary zoo are this kind of gorilla (Western lowland) | Kakinga is the dominant male or _____ (silverback) | Mbundi's name means this (Peacemaker) | The job of the male leader is to do this (protect) | This is the name the newest addition to the gorilla troop (Barika) |
| Gorilla Facts | Adult males weigh this much (450 kg) | Gorillas are like humans because they like to do this (spend time with their family) | Gorillas live to be about this old (50 years) | Gorillas eat this (fruit and plants) | The gorillas natural habitat is on this continent (Africa) |

Scavenger Hunt

Gorillas – An Endangered Species

While you are on your field trip you must locate the answers to the following questions. Remember you are to speak with an employee of the zoo (someone who works there) and ask him/her for answers to questions 3 and 5.

1. When was Destination Africa built and why? _____

2. Name three endangered animals that reside at the zoo.

1. _____

2. _____

3. _____

3. What is the zoo doing to help the endangered animals survive? _____

4. How much is an annual zoo pass for a family of 4? _____

5. Locate **three** of the following animals and fill in the chart:

White swan, Bald eagle, Alpine Ibex, Zebra Butterfly, Emperor Scorpion,
Andean Bear, Red-tailed hawk, Great Horned Owl, Patas Monkey, snow leopard,
Sand hill crane, black widow spider, Oriental fire Bellied frog, West African Dwarf
crocodile, Bull snake.

ANIMAL FACT SHEET

Gorillas – An Endangered Species

| | | | |
|---------------------------------|--|--|--|
| Name of animal | | | |
| Habitat | | | |
| Diet (when and what) | | | |
| Physical/structural adaptations | | | |
| Endangered? Recovery Plan | | | |

Name of contact person at the zoo _____

Job: _____