

## Lesson #10

**Name of Lesson:** Endangered Species Project

**Lesson Overview:**

This is the final lesson in the Gorilla Family – An Endangered Species unit. In this lesson, students will revisit previous learning and apply the strategies they have developed to retrieve information, plan and organize a report to research an endangered animal of their choosing. Students become experts in their field and will present their research to the rest of the class as ‘zoologists’. The target of this lesson is to tie in the language learned with curricula objectives of the science curriculum of animal adaptations and survival in various habitats, ecosystems as well as life cycles.

**Objectives:**

Language Learning	Concept	Strategies
Stating factual information	Adaptations –physical, behavioural Relationships Examining endangered animals position in the wild-habits, habitat, etc	Previewing the main ideas and concepts of the material to be learned, by skimming the text for the organizing principle Planning the parts, sequence, and main ideas to be expressed writing. Using reference materials such as dictionaries Using a graphic organizer Seeking sources of information for a report Report writing Developing a hyper studio or power point presentation Planning and presenting an oral report

**Materials:** Note taking chart  
 Variety of library books, magazines on various animals  
 Computers with internet access ( preferably a lab)  
 Small strips of paper, jar  
 Chart paper or white board/blackboard  
 Sentence Strips/markers

**Activities:** Skimming for the main idea  
 Planning, sequencing writing  
 research, planning, organizing facts  
 Reflecting  
 Planning and presenting a hyperstudio presentation

## Teaching Phase:

### Part 1: Warm-up

- Hand out several small strips of paper to each student. Instruct them to write a question for a panel of zoologists who specialize in the habits of gorillas. When the students have their questions, place the questions in a jar.
- Invite one student to be the interviewer and one to be the interviewee. The interviewer chooses a question from the jar and asks the zoologist interviewee. The rest of the class is the 'panel of experts' who must decide if the answer is correct or not.

### Part Two: Teaching new language/concepts

- Debrief with students about the zoo trip. Guide students through questioning to recall the events and information learned on the trip.
- Note their responses on the board.
- Give each student one strip of paper and instruct them to write something about the zoo trip. It may be something that they learned, something that happened, how they felt about the day...etc
- Put students into small groups of 4. Have the students put their sentences together to create a paragraph. They may need extra strips of paper to write connecting sentences, etc.
- After they have finished combining their sentence strips, they are to edit their paragraph and have it approved by the teacher. Once it is finished, it is ready to be written in good copy for their portfolios. If the students took any pictures, they can include their pictures in the portfolio as well.

### A Look at Outlining and Sources of information(again)

- Make sure everyone has an animal that they want to research for their project.
- Ask students to create a K-W-L chart and jot down everything they know already about their endangered animal and what they would like to learn.
- Create an outline (See Report Outline) for the students to record the information they will gather for this project.
- Discuss with the students where to get information, books, internet sites, etc.
- Remind them and model for them how to cite the information for their bibliography at the end of their paper. It is imperative that they keep this information in a safe place. ( They must have a minimum of three print sources)
- Take them to the library to find the books and other reference materials they need for their animal research and bring all the materials back to the class to work with in the coming days. (alternatively book the library for an extended period of time to research)

- Give the students time to seek information and record it in the appropriate section of their outline.
- When they feel that they have enough information, recall the steps of report writing and guide students through the steps of writing the report by creating a hyper studio presentation
- Guide students through how to plan and organize an oral presentation using hypersudio or power point.

**Part Three: Practice/reinforcement and extension of new learning**

- Allow students to work with a partner on the computer to edit and share ideas on their presentations as well as practice presenting their oral report.

**Part Four: Closure**

- Orally share reports to the class
- Celebrate the end of a great unit by sharing portfolios .

Endangered Animal Project \_\_\_\_\_

<b>HABITAT</b>	<b>FAMILY LIFE/CARE OF YOUNG</b>
<b>DIET/NUTRITION</b>	<b>LIFE SPAN/GENERAL HEALTH AND HABITS</b>
<b>THREATS TO SURVIVAL/ RECOVERY PLAN</b>	<b>ADAPTATIONS</b>

**Sources of Information:**