

Biodiversity Lesson Plan

Language Level	French Novice-High – Intermediate Low	Grade		Date		Day in Unit		Minutes	55
Unit Theme and Question	Challenges: The Natural World – Biodiversity – What is biodiversity and why do we need it?								
Daily topic:	Identification of Endangered Animals								
STANDARDS	LESSON OBJECTIVES								
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	<i>Which modes of communication will be addressed?</i>		Students can: <ul style="list-style-type: none"> • give examples of endangered plants and animals • suggest reasons why the plants and animals are endangered • read an article about polar bears and identify the main ideas and supporting details 					
		√ Interpersonal							
		√ Interpretive							
		√ Presentational							
If applicable , indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	Connections	Identify endangered species and suggest reasons why they are endangered							
	Comparisons								
	Communities								
	Common Core	<p>Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Reading 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>							
Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?				Time* How many minutes will this segment take?	Materials • Resources • Technology Be specific. What materials will you develop? What materials will you bring in from other sources?			
Gain Attention / Activate Prior Knowledge	<ul style="list-style-type: none"> • Teacher shows infographic of endangered species and asks learners to work in pairs to complete a graphic organizer identifying as many species as possible for each classification from infographic. Pairs form groups of four to compare graphics and update their graphics. 				10	Infographic on endangered species; Use a graphic organizer to brainstorm names in 5 classifications represented on			

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	<ul style="list-style-type: none"> Teacher asks: "Why are these species endangered?" Learners work in groups of four to list possible causes in box labeled "Raisons" on graphic organizer. 		the infograph.
Provide Input	<ul style="list-style-type: none"> Teacher shows the videoclip Espèces menacées: l'hécatombe continue (3 min) twice: <ul style="list-style-type: none"> --the first time, learners focus on animals they see in the video; --the second time, learners focus on reasons that the animals are endangered. 	10	Video: Espèces menacées - http://videos.tf1.fr/jt-we/2013/especes-menacees-l-hecatombe-continue-7859310.html
Elicit Performance / Provide Feedback	<ul style="list-style-type: none"> Learners add animals and reasons to graphic organizer. Learners share additions to the graphic organizer in groups of four. Teacher asks learners to share several responses for use in next segment. 	10	Graphic organizer learners completed adapted to set up lesson on relative pronouns
Provide Input	<ul style="list-style-type: none"> Teacher models connecting two short statements with relative pronouns "qui" and "que" based on videoclip and/or learner responses from earlier. 	5	
Elicit Performance / Provide Feedback	<ul style="list-style-type: none"> Teacher shows several short sentences and asks learners to work in pairs to create longer sentences using "qui" and "que" Teacher asks learners work in pairs to create statements about animals from their brainstorming graphics and using relative pronouns Teacher calls on 3 random pairs to share statements in writing on whiteboard; class checks for accuracy of content and use of relative pronouns. Pairs exchange the statements they created for feedback on accuracy of content and use of relative pronouns. 	10	Sample short sentences that can be connected with relative pronouns
Closure	<ul style="list-style-type: none"> Pairs review feedback and select one model sentence with "qui" and one with "que" to submit to teacher. 	5	
Enhance Retention & Transfer	<ul style="list-style-type: none"> Teacher shows image of polar bears and explains instructions for article to read at home. 	5	http://www.tv5.org/TV5Site/publication/galerie-37-5-L_ours_polaire.htm

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Reflection – Notes to Self

- What worked well? Why?
- What didn't work? Why?
- What changes would you make if you taught this lesson again?
- ????

* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.