Name: JuanaCuervo  Lesson Plan  4-5th Grade

Basic concepts: Vocabulary and individual America’s The Amazon linked to PLM Grades will grasp as much as the concept as the students can handle. In my experience the students enjoy and learn when they can create, 4th & 5th graders should be able to create an animal in danger of extinction in papier mache. However, because it’s a second language the young students may remember names better but don’t grasp the concept of size, (therefore the papier mache animals may not be to scale)

<table>
<thead>
<tr>
<th>Subject: Spanish linked with Spanish, Social Science and art.</th>
<th>Grade level/age: 5th Grade; age 11 and 12 yr olds</th>
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</thead>
<tbody>
<tr>
<td>Topic/Title: The Amazon’s animals and deforestation effects on animal life.</td>
<td>Time Frame: 4 - 40 minute lessons</td>
</tr>
</tbody>
</table>
Lesson is Spanish, with Social Studies. Geography, 5B, Art and Music.

1) Students will identify and locate South America, the countries Perú, Colombia, Brasil and the Amazon’s rainforest and river.
2) Students will learn vocabulary related to the topic.
3) Students will be able to understand the ecological concerns regarding deforestation & contamination and the impact on the Amazon and animal life.
4) Students will make an art project to show and communicate the concerns in order to help protect the animals in extinction.
5) Students will learn a song in Spanish about The Amazon.

World Language Standards: Greetings. Answer simple questions, which have been rehearsed many times. Able to Repeat words. Able to copy works in L2. If cognates, students are in the process of learning to decode a word that is very similar or identical in L1.

SS- Know the world’s continents and countries. students will first understand the relationship between the words (Continente, país, rio. Océano, Amazonas) and animals (jaguar, delfín, nutria, manatí).

Students will be able to write the vocabulary in Spanish and what it means (picture or word in English).

Student actions: Students will be able to pronounce, locate in map and identify: Sur America, rainforest and river (Amazonas), the ecological problem (deforestación) and 7 animals in danger of extinction (Jaguar, manatí amazónico, delfín rosado, nutria, ocelote, mono capuchino, oso perezoso).

Students will be able to research about one of the 7 animals, and make a dough or Papier Mache animal of the animal of their choice, or an informative poster.

Rationale for Best Practices Theories of Learning:
Throughout this lesson I am going to incorporate Gardener multiple intelligences. I believe that all children learn differently; therefore, I plan to incorporate the different multiple intelligences in order to help the students recall the Amazonian concern of deforestation and the animals in danger of extinction better. Students will have access to video, graphics, music, art and computer games (quizizz and Quizlet live) in order to learn the information.

I am also using Lev Vygotsky’s theory of scaffolding throughout this lesson. I will show the students how to label the 2 oceans (Pacifico and Atlántico) continents (Norte y Sur America) Amazonian region, and gradually allow them to label the Amazon rainforest, the river, and countries (Colombia, Perú and Brazil) on their own. Students will watch a couple of short videos and listen to music about the Amazon and deforestation.

Materials for the project (Papier Mache or dough or poster)
Balloons, newspaper, paste (flour, water, Elmer’s glue, vinegar) brushes, paint, copies of the world map and pictures of the 5 animals. Tissue paper, cardboard. Crayola dough, poster board, paint, brushes.

Videos cortos de los animales en peligro de extinción
https://www.youtube.com/delfin

Sources:
http://www.nationalgeographic.org/media/amazon-striker-2/
Slide #5 of http://www.nationalgeographic.org/encyclopedia/continent/
http://www.nationalgeographic.org/media/amazonia/Delfin
https://youtu.be/e1df-QFUavE
PARA LOS CHIQUITOS
Lola en rio Amazonas
https://youtu.be/BAbC-zkcRos
Lola selva
https://youtu.be/pq3Eya5e-oY
MÁS

Songs:
Que maravilla es ser maravilloso
Amazonas Colombia- cancion de amor
https://www.bing.com/videos/search?q=cancion+amazonas&PC=APPD&ru=%2fsearch%3fq%3dcancion%2bamazonas%26form%3dAPIPA1%26PC%3dAPPD&view=detail&mmenc=vwrc&mid=4A515E79A5C321F86C234...
THE LESSON:

Opening: Greetings
Review colors and continents.
Ask the students what they know about the Amazons what it is, and if they heard any mentioned in their classes, or home. Do they know of any issues or concerns in the area?
Allow the students to raise their hands regarding continents & answer what they know. Depending on depth of knowledge...
Write the what they say on the SMART board. (if any)
Explain to the students that they will be learning about the rainforest and will make their own “animal in danger of extinction”. The dangers of deforestation.

Students write on their “diccionario” page the vocabulary related to topic

*If there seems to be a confusion about what the continents or countries or rainforest are, explain until they understand the concepts,*

Students will: Pronounce the words while we are going over the vocabulary and they are writing them to their dictionary list.
Show YouTube video about the Amazon. The videos teach about the region and animals as well as deforestation. [3.2 Diverse learners]
Ask the students to sing along with the videos.
Ask the students to see if/what they learned regarding issues or animals from the lesson.

Make connections- Deforestation and their choices

Explanation:
Model/demonstrate content/skills:
Display a map of the continents (if advanced oceans) on the SMART board.
Can-Do World Language Statements
Pronounce the Continent, animals, issue (deforestation,) Making connections-cognates
Students will pronounce the vocabulary in Spanish.
I can answer a few simple questions. How many? Which would this one be?
Point to an animal and ask the students if they know any facts about the animal. A few students will answer. (Depending no responses clarify:)

Ask what is bigger a continent or a country?
Review: Continente, Pais, and introduce Región, (if necessary)
Explain concept until they grasp it. Then we will continue with the names of the countries. Review the countries with the students by pointing at each one and asking the students to say the name of it aloud and ask them to recall some facts about it.

So this lesson may look completely different from one grade to another and some may take more days to finish.

Oceano, río, Bosque, Amazonas Que es?
Say the animals they think live there.

We-Do-Shared/interactive practice
Hand out a laminated map of a globe and a dry-erase marker to each group of desks (four students will be in each group).
Explain to the students that they will need to take turns labeling Sur America, The countries Brazil, Colombia and Perú on the map.
Find the Amazon river and color it VERDE. Find the Océano Atlántico and color it AZUL. Find Brazil and color it AMARILLO, Colombia color it ANARANJADO, Perú and color it ROJO.
Tell the students that they need to designate which person/s in their group will be talking about the animal
Assign an animal and have the students work together in their groups to research about it, and draw it on a poster.
Check each group’s answer by calling on their spokespersons and asking them to show their group’s research and present to the class,

Art with Foreign language (individual or group work)
Hand out a material to form with dough or paper to create their “animal”
Tell the students that they will work on this assignment with their partners and that it will take a few days for them to finish, first they will build the base. Then cut the colored tissue and glue those in the base they can come during recess if they need extra help or time to complete.
Hand out the pictures of the animals, glue, marker, scissors.
Have enough dough or newspaper for students to form the shape or cut into pieces, and start dipping the newspaper in the flour and water starch, creating their animal.
Explain to the students that they will make their animals and exhibit to the other classes.
When dry Ask the students to color each. And label it or Write a draw and animal and write few facts in a poster as both will be displayed.
Have the students make the animals. They can use dough, tissue paper, or newspaper to create the animals and their informative poster.
Students should color the map and Amazon and draw where the animals are (river, trees, low land)
Tell the students that they need to let their animal dry, when they are finished and then pick up a (day 1) word search; day 2 crossword puzzle (until bell rings)
Assessment and Evaluation:
By teacher, During the lessons:- Each student will make and label their own map. Student self-evaluation by student: Each student will complete a quizizz at the end of class period to see where they are. As reinforcement, students will play quizlet with “Amazon information”, concerns, possible solutions to practice for final round (Quizlet live)

Closing lesson:
Review all of the information.
Pull up the world map on the SMART board that is labeled with different numbers.
Say the name of a country, river, region, and ask the students to hold up the number of fingers that that is on the SMART board.
Give the students a white erase board and marker. Show the animals and them write the name of the animal. Then say the name of the animal and have them draw the animal.
Final:
Once the students have finished making their own animal play a review game on quizizz (individual) and as a group (Quizlet live).
Tale action!
Reciclar, take bus or walk rather than a car, plant trees, write to politicians, educate others, turn off their gaming systems, save water.

Differentiated Instruction:
UTENSILS: Use electronic devices (smart board) and tangible materials (figures) to explain the lesson. [3.2 Diverse learners] [3.3 Differentiated instructional strategy]
AMOUNT: Give students extra time to finish the assignment if they were unable to finish it and were working on it the whole class time. [3.2 Diverse learners] [3.3 Differentiated instructional strategy]
RESPONSE: Orally ask the student to locate the continent, countries, region on the map and allow the student to physically show me where the continent, country or Amazon is located instead of doing themselves on a paper map.
Annotated bibliography...

Osborne, David, Papier Mache Pastes, July 2008
http://www.papiermache.co.uk/articles/papier-mache-paste/
JUANA CUERVO

Partner with Grade level teacher and have her show video and discuss America's deforestation.

http://www.nationalgeographic.org/media/americas-energy-past/