

Year 6		Theme: Our Endangered Planet			
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure Vocabulary Language Function
LITERATURE	LIT 6.1 (recitation)		<p>Pre-Task:</p> <ul style="list-style-type: none"> Show pictures. Ask: <i>What do you see? What do you think? What do you wonder?</i> Ask: <i>Do you feel that the Earth is in danger from pollution and the destruction of its wildlife and rainforests?</i> Ongoing discussion is encouraged. Pre-teach vocabulary 		LAP 6.2 I can use the correct word order when writing and speaking.
	LIT 6.6 (written response)	ongoing questions and participation	<p>Main Task:</p> <ul style="list-style-type: none"> Ask learners to look at the text. Ask: <i>What kind of text is this? Based on the title and picture, can you tell what it is about?</i> Elicit answers. Ask: <i>What is the poem about?</i> Learners read the poem silently and answer the gist question. Share a set of questions and have learners read them. <i>The poet dreamt he was many things. What are they? How many stanzas does the poem have? How many verses does each poem have? Which words are being repeated? Who is the I in the poem? How does this poem make you feel?</i> 	pictures	LAP 6.4 I can communicate effectively, altering my language choices according to purpose.
	LIT 6.9 (writer's craft)	pair work	<ul style="list-style-type: none"> Elicit answers. Read aloud the poem. Learners take turns and read the poem. Pair learners. Explain: <i>Imagine you are Brian Moses. You dream of a better world. Come up with other ideas and form two more stanzas, e.g.</i> 	handout and worksheet - 'Dreamer'	polluted, ivory, endangered, deforestation, pollution, destruction, smog, poaching, poisonous ...
	LIT 6.10 (verbal response)	worksheet	<ul style="list-style-type: none"> I dreamt I was a fox and no hunters chased me in the woods. I dreamt I was a fish and no plastic filled my stomach. Pairs share stanzas. Learners work out the worksheet. <p>Post-Task: Learners list four ways they can make Earth a better place for its inhabitants. Learners can use the Internet to get ideas (e.g. 13 ways to save the Earth from habitat destruction). This task can be carried out at home.</p>		to describe

READING	RV 6.5 (using strategies, finding information)		<p>Pre-Task:</p> <ul style="list-style-type: none"> - Write 'WORLD HABITATS' on the whiteboard and form a concept map with the learners. Show the pictures of world habitats and refer to the world habitats fact cards. - Link with Literature lesson. Ask <i>What problems and struggles is our world facing because of our actions?</i> Ongoing discussion is encouraged. - Pre-teach vocabulary. <p>Main Task:</p> <ul style="list-style-type: none"> - Ask: <i>Based on the title, pictures and sub-titles, what do you think the text is about?</i> Elicit answers. - Ask learners to look at the picture of Sir David Attenborough (top right-hand corner). Ask learners to guess who Sir Attenborough is. Use the PPT to share some information about Sir Attenborough. Learners may view one of his YouTube videos. (e.g. Saving the Gorilla) - Ask: <i>After reading the text, can you tell me what it is about?</i> - Learners read the text silently and answer the gist question. - Share a set of questions and have learners read them. <p><i>List two of Earth's different environments. What is an ecosystem? List three things that rely on each other in the ecosystem. In the 'Land Development' section, what does the author mean by 'changing irreversibly'? Why are forests important to Earth? What types of plastics can be eaten by the smallest ocean animals? Why? What dissolves in seawater to create a mild acid? Name one way that climate change is affecting the Earth. How many years can it take for plastic to break down in the ocean? What does the author suggest people need to do?</i></p> <ul style="list-style-type: none"> - Learners read the text silently again and look for answers to the above questions. - Elicit and discuss answers. - Read the text aloud. - Learners read the text aloud. <p>Post-Task:</p> <p>Learners answer the questions on the worksheet. At home, learners look up the names of animals that are endangered and produce a list.</p>	world habitats pictures and fact cards	LAP 6.2 I can use the correct word order when writing and speaking.
	RV 6.8 (evaluating viewpoints)	ongoing questions and participation		video clip - Saving the Gorilla https://www.youtube.com/watch?v=nH_5yjb1bE&t=2s	LAP 6.4 I can communicate effectively, altering my language choices according to purpose.
	RV 6.9 (reading for different purposes)	worksheet		handout - 'Environmental Threats'	environment, habitat, rainforests, ice floes, species, ecosystems, threats, reduction, extinction, development, irreversibly, hedgerows, livestock, oxygen, greenhouse gas, carbon dioxide, deforestation, communities, logging, human settlement, struggles, debris, microplastics, ocean dwellers, food chain, demand, income, replenish, marine life, unnecessarily, fossil fuels, acid, climate change, global warming, gradual, overall, atmosphere, ice caps, drought, fascinating, pesticides, accessed, WWF ...

<p>LV 6.1 (comprehension, inferences, justification)</p>	<p>ongoing questions and participation</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Write 'ENDANGERED ANIMALS' on the whiteboard. Learners view the PPP with information on endangered animals. Ongoing discussion is encouraged. - Pre-teach vocabulary. <p>Main Task:</p> <p>Listening Text 1 - Portland</p> <ul style="list-style-type: none"> - Say: <i>Listen and view the text. Tell me what it is about.</i> - Learners listen and view listening text 1. Elicit answers. - Share a set of questions and have learners read them. <p><i>What is Portland? Which type of animals are kept in Portland? Why are animals kept there? Mention an animal which can be found at Portland. What is Maddie and Greg's first job? Describe the space at Portland. How many rhinos lived in the wild in 1970? How many rhinos lived in the wild twenty years later?</i></p> <ul style="list-style-type: none"> - Learners listen and view the text again. Elicit answers. - Learners read the questions on the worksheet. - Learners listen and view the text and start answering the questions. - Learners listen and view the text again and continue answering the questions. - Final revision. 	<p>PPP – Endangered Animals</p> <p>video clip- Rhino Keepers for a Day https://www.youtube.com/watch?v=gEA2oo8aXOI&t=12s</p> <p>Listening 1 – Portland 00:28 – 02:05</p>	<p>LAP 6.2 I can use the correct word order when writing and speaking.</p> <p>LAP 6.4 I can communicate effectively, altering my language choices according to purpose.</p>
<p>LV 6.2 (main idea/specific information)</p>	<p>worksheet</p>	<p>Listening Text 2 – Black Rhinos</p> <ul style="list-style-type: none"> - Say: <i>Listen and view the text. Tell me what it is about.</i> - Learners listen and view listening text 2. Elicit answers. - Share a set of questions and have learners read them. <p><i>How many rhinos can be found in Portland? How does Maddie weigh Solio? How much does Solio weigh? Why are rhinos weighed often? How are black rhinos different from white rhinos? How does the rhino use its two horns? Why are poachers attracted to the rhinos' horns? What are the horns made of? How many rhinos were returned to the wild? What happened to them?</i></p> <ul style="list-style-type: none"> - Learners listen and view the text again. Elicit answers. - Learners read the questions on the worksheet. - Learners listen and view the text and start answering the questions. - Learners listen and view the text again and continue answering the questions. - Final revision. <p>Post-Task: Learners share five facts they learned from the two listening texts.</p>	<p>Listening 2 – Black Rhinos 02:15 – 06:10</p> <p>worksheets – Listening Text 1, Listening Text 2</p>	<p>conservation, breeding sanctuary, pellet, Lucerne, roam, goal, poaching, conservation efforts, teasing around, regularly, monitor, prehensile top lip, brows, stubby, metering length, filed down, poachers, medicine trade, keratin, substance, tradition, breed, aim, collections, calves, boost ...</p> <p>to inform</p>

SPEAKING (discussion/ preparation for presentation)	SR 6.11 (sharing opinions)		(Speaking Task 1 - Discussion) Pre-Task: - Link with Reading, Listening and Literature lessons. - Group learners. Determine who is going to be the group leader/representative. - Explain that groups will participate in discussions based on topics discussed during previous lessons. Main Task: - Elicit from learners the rules that need to be followed in a healthy discussion (e.g. wait your turn, listen, respect others' opinions ...) - Share with learners the word mat they can use during their discussion. Go through the sentence starters, words and phrases. - Give out handout with the topics. - The group leader/representative reads out the fact. Group members are allowed a few minutes to reflect. Then, group members take turns to share their opinion. Group members are urged to support their opinion. Teacher goes around and monitors the groups. (Groups do not need to cover all the discussion cards.) Post-Task: Teacher reads out a fact and asks the group leader/representative to share the group's thoughts about the topic.	handout - Habitats and Animals Fact and Discussion Cards	LAP 6.2 I can use the correct word order when writing and speaking. LAP 6.4 I can communicate effectively, altering my language choices according to purpose.
	SR 6.12 (discussions)	ongoing questions and participation		word mat for discussion	as in previous lessons, sentence starters
	SR 6.15 (speech/ presentation)	discussion		success criteria for presentation (See Unit – Going Green)	to inform, to persuade
	SR 6.16 (fluency/accuracy, sentence structure, sound patterns)	speech/ preparation	(Speaking Task 2 - Presentation) (See Speaking Lesson in the unit – Going Green) At home, learners are to prepare a five-minute presentation on one of the following topics: <ul style="list-style-type: none"> - Endangered Animals - Environmental Threat/s (Learners can focus on one or several threats.) - Extinct Animals - WWF - Elicit from learners the success criteria for planning and delivering a speech. - Share the success criteria for delivering a good speech. Discuss them.		

WRITING (poster)	WR 6.6 (complex sentences)	poster	Pre-Task: - Refer to the Reading, Listening and Literature lessons. - Explain that learners will design an eye-catching poster about endangered species.	poster title: <i>At school you have been learning about endangered species.</i> <i>Design a poster to:</i> a. <i>give general information about the endangered species</i> b. <i>raise awareness about the risk of extinction</i> c. <i>suggest ways how to safeguard this animal.</i> <i>The poster will be displayed on the school notice board.</i> poster writing frame (Writing Resource Pack) poster success criteria (Writing Resource Pack)	LAP 6.2 I can use the correct word order when writing and speaking. LAP 6.4 I can communicate effectively, altering my language choices according to purpose. as in previous lessons to inform, to persuade
	WR 6.10 (organisation)		Main Task: - Explain 'Pre-Writing' stage. Share title (GAP). - Elicit from learners the genre, audience and purpose and discuss together each component in detail. - Explain 'Drafting' stage. Elicit from them the kind of information their poster should include (e.g. animal type, animal profile – height, weight, colour, food, diet, habitat, lifespan, reason/s why endangered, three interesting facts, slogan...) These sub-titles can also be used to write a non-chronological report. - Learners start organising ideas. (Learners may use the writing frame in the Writing Resource Pack.) - Explain 'Revision' stage. Learners check that writing is relevant, ideas are organised properly ... - Explain 'Editing' stage. Learners check grammar, punctuation and spelling. - Elicit success criteria for poster writing.		
	WR 6.11C (poster)		Post-Task: Learners produce and design the poster and share it with their classmates.		
	WR 6.13 (sentence structure)				
	WR 6.14 (vocabulary)				
	WR 6.15 (spelling)				

Further links:

Poem – My Frog Recycles All his Trash <https://poetry4kids.com/poems/my-frog-recycles-all-his-trash/>

Poem (Video) – An Alphabet for the Planet (29) [An Alphabet for the Planet, by Riad Nourallah - YouTube](#)

Poems about planet Earth <https://www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-our-earth-in-pictures>

Song – Do your best <https://learnenglishkids.britishcouncil.org/listen-watch/songs/do-your-best>

Video – Change the World in Five Minutes <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/change-world-five-minutes>

Video - Endangered Animals <https://www.youtube.com/watch?v=7k8CcAU2Lt0>

Video – Insect Extinction <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/insect-extinction>

Video – Planet Earth <https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/planet-earth>

Video - Plastic Ocean Campaigner <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/plastic-ocean-campaigner>

Game – Environment <https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/environment>