



**BIODIVERSITY:  
PLANTS AND ANIMALS**

# FORCES OF NATURE

## LESSON 1

<b>SUBJECT</b>	English
<b>AGE / CYCLE</b>	6-9 years, <i>First Cycle</i>
<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Recognize spoken words that have been covered in previous lessons.</li> <li>2. Name common items and objects (flora and fauna) in familiar environments.</li> <li>3. Pronounce individual letter sounds.</li> </ol>
<b>ESTIMATED TIME</b>	40 minutes
<b>MATERIALS</b>	<i>Video, Annex 1</i>
<b>ESSENTIAL QUESTION OR SCENARIO</b>	<i>How does nature help us?</i>
<b>LEVEL - UNIT</b>	Second Grade, Unit 5
<b>KEY WORDS</b>	Water, air, food, babies, living, nonliving
<b>TYPES</b>	PDF
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## EVALUATION GOALS

*Students will be able to:*

- 1 Identify four things living things have in common: air, water, food, and babies.
- 2 Identify the difference between living and nonliving things, and make drawings of them.

## DEVELOPMENT

### 1 WARMUP

*10 mins.*

Ask students to name some things (plants and animals) that live in the forest. Write the things that students name on the board, then have students watch the video and share words in English for the things they see.

<https://www.youtube.com/watch?v=tzN299RpJHA>

Use pictures of *bunnies, flower, tree, butterfly, people, fungi* in Annex I and put them on the board under Living. Ask for other examples of living things.

Now ask, *What is nonliving, that is, it doesn't need these things?* Show pictures of car, computer, city, airplane, paint, and shovel from Annex I and put them under Nonliving.

*Annex I*

### 2

*5 mins.*

Use the list of living and non-living things with the sentence frame below; have students repeat after you. Practice pronunciation of each word.

A \_\_\_\_\_ is a living thing.

Example: A cat is a living thing.

A \_\_\_\_\_ is a nonliving thing.

Example: A chair is a non-living thing.

Ask volunteers to produce their own sentences for both categories.



### 3

*12 mins.*

Students will *work in pairs* to create their own flashcards of living and nonliving things. Model making flashcards on the board for the class by drawing 4 squares. Draw pictures in the squares, 2 living and 2 nonliving things, and label them **L** for living and **NL** for nonliving. Tell students you will give them a piece of paper and they will divide it into 4 pieces; model this for them. Tell them to draw on each piece a living or nonliving thing, two of each type (4 total). They should write **L** on pictures for living things and **NL** for nonliving. Monitor students as they draw and assist where necessary.

*Paper, crayons,  
pencils*

### 4

*12 mins.*

Collect all of the pictures. Ask a student to pick one of the pictures and start drawing it on the board, while other students guess what it is. At the end of each turn, ask the student who was drawing to tell you why they thought it is a living object or a non-living thing. This will help you know exactly where your students are confused.

## ANNEX 1













