



**BIODIVERSITY:
ECOSYSTEMS**

ANIMALS IN THE PARK

LESSON 1

SUBJECT	English
AGE / CYCLE	Ages 9-12, <i>Second Cycle</i>
OBJECTIVES	<ol style="list-style-type: none">1. Understand short, clear explanations when delivered slowly, such as the description of a national park.2. Express common feelings.
ESTIMATED TIME	40 minutes
MATERIALS	<i>Annex 1</i>
ESSENTIAL QUESTION OR SCENARIO	<i>Why do national parks matter to us?</i>
LEVEL - UNIT	Fourth grade, Unit 2
KEY WORDS	white-faced monkeys, birds, Guanacaste tree, armadillos, racoons, fish, there is, there are.
TYPES	PPT, Video
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EVALUATION GOALS

Students will be able to:

- 1 Identify the sounds and names of animals in Santa Rosa Park.
- 2 Pronounce the names of the animals, and sentences about them, using correct word and sentence stress.
- 3 Use “there is” and “there are” correctly.

DEVELOPMENT

1 WARM UP

5 mins.

Teacher plays audio only of animals’ sounds to motivate students’ curiosity. Students must not see the video. While playing the audio, the teacher asks What do you hear? After students guess, show them the video with the sound and picture.

<https://www.youtube.com/watch?v=rc4dHR3Ango>

Video

2

10 mins.

Teacher displays a slide with four animals and one tree (or shows photos.) Students work in pairs and try to name each picture together while the teacher writes on the board (near the slide) the following sentences:

There are monkeys in Santa Rosa National Park.

There are armadillos in the park.

There are raccoons in the park.

There are jaguars in the park

There is a Guanacaste tree in the park.

Annex I

Now students get a new partner and match the pictures with the corresponding sentence. Teacher checks answers with students by asking them, “Is this correct?” while pointing to the picture or sentence. Students show thumbs up when an answer is correct and thumbs down when the answer is incorrect.

3

10 mins.

Teacher says the word monkey; students repeat. Teacher asks where the stress is in the word: the first or second syllable? (1st) Now the teacher says national, and students repeat. (1st) Clap your hands with the class, harder on the stressed syllable, as you say the words. Repeat this process with armadillos (3rd syllable) raccoons (2nd) jaguar (1st) and Guanacaste (3rd.)

Now repeat the first sentence with the class: There are monkeys in Santa Rosa National Park, and ask which words have the most stress (monkeys, Santa Rosa National Park.) Repeat sentences two and three together: There are armadillos in the park. There are raccoons in the park. and ask the same question (armadillos, park and raccoons, park.) Ask students what they notice about the stressed words. (They contain the important information in the sentences: what and where.)

Now repeat sentences four and five together: There are jaguars in the park. There is a Guanacaste tree in the park. and ask the same question. After sentence five, ask students, “Why does the last sentence have 3 stressed words?” (Because it’s a specific tree, Guanacaste, which is important information---what, which tree, and where.) Now repeat all five sentences together again, practicing sentence stress.

4

10 mins.

The teacher displays the second slide and asks students, “When do you use there is, and when do you use there are? (“There is” is singular, and “there are” is plural.) Write 4 sentences on the board, 3 correct and 1 incorrect, personalized to your class. For example,

There are 7 boys in the class and there are 10 girls.
There is one teacher and 17 students in the class.
There are one computer and one TV screen.
There is one flag in the classroom.

Ask students to find the incorrect sentence and correct it.
There are is one computer and one TV screen.

In pairs, students form sentences using there is and there are about things they see in the classroom. For example, “There are many books and there is one computer.” Each group shares one of the sentences they have written with the class.

5

5 mins.

Teacher ask students to draw an animal that they have seen near their house at least once. They have one minute to draw and then half a minute to share their drawing with a peer, creating a sentence using there is or there are. Every forty seconds the teacher will ask the students to stand up and look for a different partner to practice with. They must use there is or there are. For example; There are monkeys near my house.

ANNEX 1





