



**BIODIVERSITY:
ECOSYSTEMS**

ANIMALS IN THE PARK

LESSON 2

SUBJECT	English
AGE / CYCLE	Ages 9-12, <i>Second Cycle</i>
OBJECTIVES	<ol style="list-style-type: none"> Understand short and clear explanations when delivered slowly, such as the description of a national park.
ESTIMATED TIME	40 minutes
MATERIALS	<i>Annex 1, Annex 2</i>
ESSENTIAL QUESTION OR SCENARIO	<i>Why do national parks matter to us?</i>
LEVEL - UNIT	Fourth grade, Unit 2
KEY WORDS	sloth, toucan, macaw, turtle, Are there animals in your park?
TYPES	PPT, Video
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EVALUATION GOALS

Students will be able to:

- 1 Identify animals in Costa Rican national parks.
- 2 Make sentences using Are there and there are, using correct sentence stress.
- 3 Draw pictures about one of the national parks and write four sentences about it.
- 4 Ask and answer questions with other students about their park drawing.

DEVELOPMENT

1 WARM UP

5 mins.

To start the class, show students the following video about Santa Rosa Park
<https://www.youtube.com/watch?v=VA4ik6qRll8>

After watching, students think-pair-share (individual, two people, whole class) the names of animals they saw in the video and make sentences using the following sentence frame.

There are _____ in Santa Rosa National Park. (deer, spiders, iguanas, dragonflies)

Have students share their sentence with the class and write them on the board.

2

10 mins.

Write the following words on the board sloth, toucan, macaw, turtle and, using Annex 1, shows students pictures of each animal and have them match each picture with the correct word. As students answer, ask the class Is this correct? Ask students to give a thumbs up when an answer is correct and thumbs down when the answer is incorrect.

Teacher asks and students repeat:

1. Write on the board and say to students,

There are sloths in Costa Rica national parks. Have students repeat. Then ask students, How do we make a question for the sentence? Elicit from students that you put a “be” verb (am, is, are) at the beginning of the sentence to make a question (write on the board) Are there sloths in Costa Rica national parks?

2. Ask students to repeat the sentence

There are toucans in Manuel Antonio National Park.
Then students work in pairs to create a question,
(Are there toucans in Manuel Antonio National Park?)
and the class repeats the question together.

Annex 1

2

Repeat the process with

3. *There are macaws in the jungle.* (Are there macaws in the jungle?)
4. *There are sea turtles in Ostional refuge.* (Are there sea turtles in Ostional refuge?)

3

13 mins.

1. Show students one of the pages of a park and ask them to make 2 sentences and 2 questions about it, using the vocabulary they've learned. *Example: There are macaws in the park. Are there macaws in the park?*
2. Divide the class into small groups (3-5 learners per group). Give each group a picture of a national park.
3. Give each learner a sheet of paper (recycled) and explain that each member of the group will draw a few pictures, including animals, and write four sentences using There is and There are about their park, using the vocabulary they've learned. They will work in groups in order to share ideas, but their work is individual.

Annex 2

4

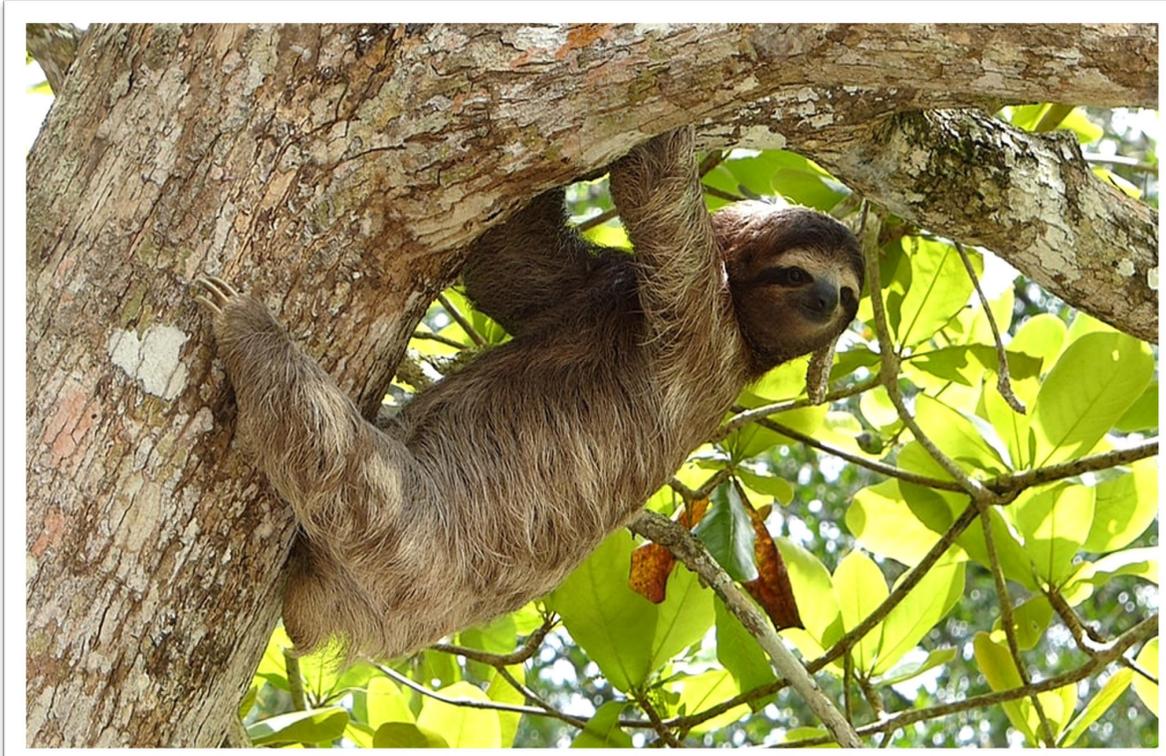
12 mins.

Write Are there animals in your park? on the board. Ask for a volunteer to show their drawing to you and the class and ask them the question. A volunteer shares one of their sentences and one of the questions they wrote.

Ask students to bring their drawings and divide the class in half. Make a circle with half of the students, then make a second circle around the first circle, with students facing each other so that they form pairs. If the numbers of students are unequal, you may put three students together.

Students show each other their drawings and one student asks, Are there animals in your park? The partner answers with one of the sentences from their drawing and then asks the question; the other student reads a sentence. Approximately each minute tell the students: Inside circle move one person to the right and repeat the process. Continue until students return to their first partner.

ANNEX 1





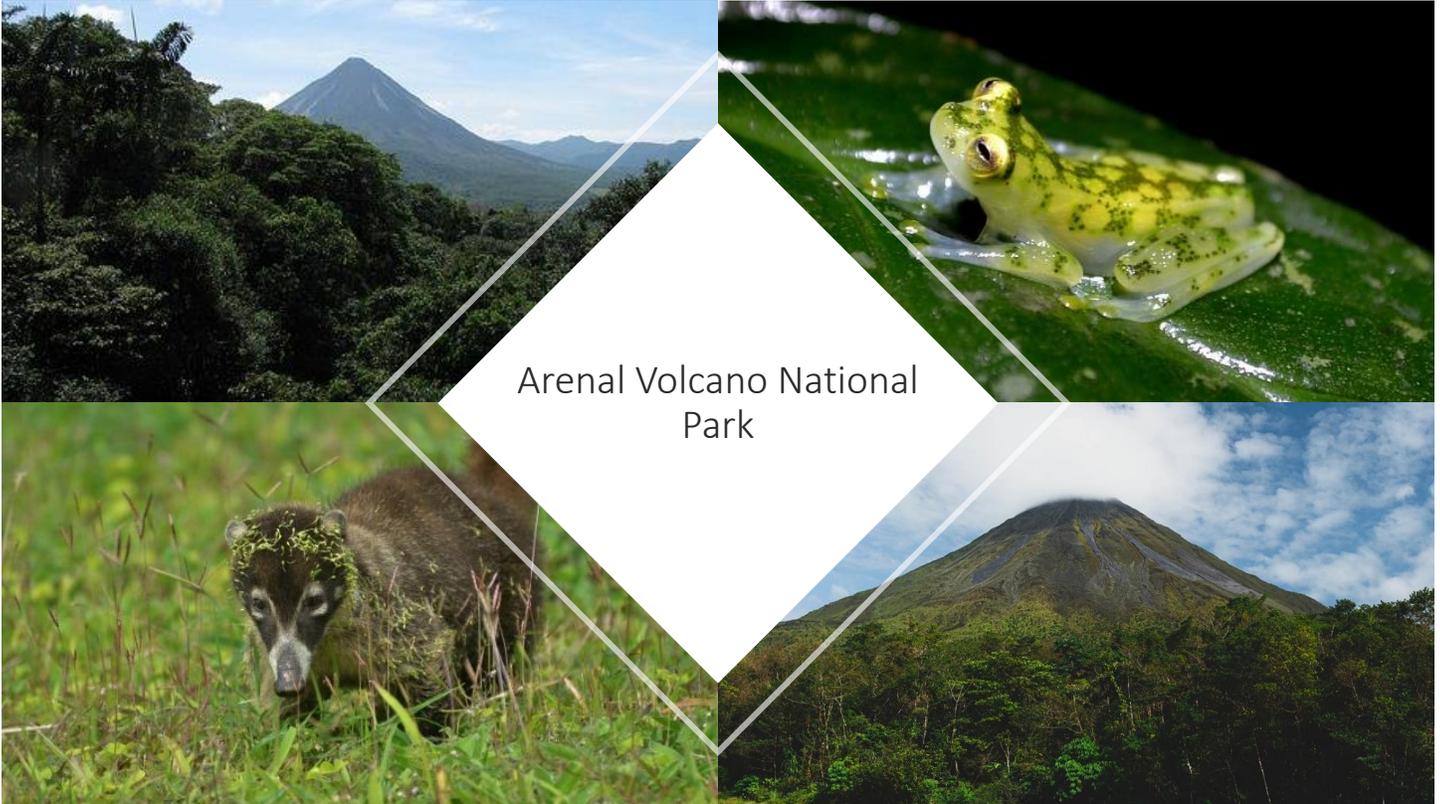
ANNEX 2



Cahuita National Park



Rincón de la Vieja
National Park



Arenal Volcano National
Park



Manuel Antonio
National Park

