

LESSON *plan*

Grade: Standard 3

Subject: Science

Cycle 3

Week 3 of 3

Lesson #4

Duration: 60 Minutes

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Lesson Standards: SC 6.06 Discuss and evaluate examples of environmental conditions that may threaten the survival of animals and plants in Belize and other continents.

Learning objective/s:

- Discuss and evaluate environmental conditions that threaten local species.
- Identify how climate change affects the environment.

Materials needed:

- Endangered Species Labels and Definitions
- Endangered Animal Cards
- Climate Change Poster
- Endangered Animal Chart Handout: (class set)
- Colored pencils
- Line writing paper per student

Key Vocabulary:

Endangered Animal
Vulnerable
Extinct
Climate change
Pollution
Poaching
Deforestation
Habitat loss
Flooding/drought

Hook/Intro: (10 min)

“What would happen if the entire reef disappeared?” (We would lose habitat for hundreds of species, it would no longer protect the island from large waves, we would have less fish for food, and tourism would decline)

Lead Into:

- “What does it mean when an animal is ‘endangered’?”
- “Let’s explore how our environment is changing, and what that means for the plants and animals that live here.”

Direct Instruction:

Draw two columns on the board, labeled “Safe” and “At risk.” Use the Endangered Animal Cards and have the students place them in one of the columns, and discuss the reasons for their placement.

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Direct Instruction: (Continued)

Watch video: [Conservation Status of Organisms on Earth](#) Next Generation Science
Video (4:16 Minutes)

Draw a large chart with 7 columns across the board. Label the top of each column with the “Endangered Animal Label” and its definition. Discuss and define each label as you post it, starting with “least concern” and ending with “extinct”.

Show the “Climate Change Poster” and read the story on the back that explains and defines what climate change means.

Pass out the “Endangered Animal Chart” handout to the students. Show each of the “Endangered Animal Cards” and read the information on the back to the students. The students will color in the endangered status according to the “Endangered Animal Label” color and check the boxes that apply to each animal and the habitat threats listed. The threats are in bold to help the teacher identify which boxes need to be checked on the student handout. Discuss each animal as you fill out the chart.

Once the chart is finished, discuss the information collected on the “Endangered Animal Chart.”

- What are you noticing?
- What seems to cause the most threat to animal endangerment?
- Which animals face the most threats?
- What are ways we can stop the threats that animals are facing? List them on the board.

Independent Practice

Students will utilize the “Endangered Animal Chart” to compose two paragraphs reflecting their findings.

- The first paragraph will focus on how human actions contribute to the endangerment of animals.
- The second paragraph will discuss ways in which we, as humans, can change our behaviors to help combat animal endangerment.

Closure:

Put the students into small groups to read and share their paragraphs.

- Ask students, “What change would you make in your community to help wildlife?”