

Lesson 6: Endangered animals

Children will learn to: recognize that some animals are in danger of extinction; identify reasons why some animals are endangered; understand how people can help to protect endangered animals

Main outcome: Children write a report about an endangered animal

Cognitive skills: predicting, matching, reasoning, researching, deciding, comparing

Main language: *Why is / are ... endangered? It's / They're endangered because ... It lives in ... / It lives for ... years / It eats ... / It weighs ... kilos. / It's ... metres long. / It's / They've got ...*

Main vocabulary: *endangered, extinct, loss of habitat, hunting, poaching, pollution, disease, global warming, life span, diet, behaviour, adaptation, species, protect, names of habitats, parts of the body, names of animals*

Materials: Worksheet 1: Reasons why animals are endangered (copy for each child); Worksheet 2: Endangered animal report (copy for each child); photo of endangered animal, e.g. tiger (optional)

Revision activity

- Ask *What's the difference between the life cycle of a tiger and the life cycle of a frog? (the tiger has a simple life cycle – baby tigers are the same as their parents when they are born, only smaller; the frog changes and undergoes metamorphosis) / Can you give me examples of animals with a simple life cycle (e.g. elephant, crocodile) / animals that undergo metamorphosis (e.g. butterfly, ladybird)?* and listen to the children's response.
- Say words for different stages in the life cycle of a frog or butterfly in random order. Explain and demonstrate that children should respond either by saying *Butterfly!* and pretending to fly, or *Frog!* and pretending to jump like a frog, e.g. *Tadpole! Frog! / Chrysalis! Butterfly!* In response to *Egg!*, for example, they say both words and do both actions.

Introduction and setting objectives

- Say *Some animals we've learnt about in our project are endangered.* Elicit or explain that *endangered* means there are so few of the animals left in the wild that the species may soon disappear or become extinct. Explain that *extinct* means that there are no more of the species left in the world and clarify what you mean by giving an example, e.g. *There aren't any dinosaurs alive today. Dinosaurs are extinct.*
- Ask the children *What animals do you think are endangered?* and listen to their suggestions, e.g. polar bears, tigers, gorillas, wolves.
- Say *In this lesson we're going to learn about endangered animals and the reasons why they are endangered. We're also going to prepare and write a*

report about an endangered animal for our e-zines (or magazines).

Suggested lesson procedure

Activity 1

- Refer back to the endangered animals children suggested previously, e.g. polar bears, tigers, etc. Ask *Why do you think these and other animals are endangered? How many possible reasons can you think of?* Listen to the children's ideas and be ready to help with vocabulary and re-cast them in English as necessary.
- Write a list of the reasons on the board as children suggest them and as per Worksheet 1 (loss of habitat, pollution, global warming, poaching, hunting). Explain that *poaching* means to illegally catch or kill animals on land such as national parks, where animals are protected. Be ready to also include other reasons why animals are endangered that the children may suggest, e.g. tourism, disease, the use of chemicals in farming, unsustainable fishing, the introduction of exotic animals or insects (which destroy the native ones).

Activity 2

- Say *Let's try and identify the reasons which apply to some endangered animals.*
- Give a copy of Worksheet 1 to each child.
- Divide the class into pairs. Read the names of the animals and the possible reasons why they are endangered. Ask the children to work with their partner and use a pencil to predict and draw lines to match the animals with the reasons why they are endangered.

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- Ask different pairs to report back on their predictions, e.g. *We think gorillas are endangered because of loss of habitat and poaching. The rest of the class says whether or not they agree.*
- *Either* get the children to find out and check their predictions by using animal education sites on the internet. In this case, ask each pair to research one or two animals only and then report back. *Or* alternatively get the children to listen as you talk about the animals and tell them the answers based on the key below.

Key:


Gorilla – loss of habitat, poaching; polar bear – global warming; tiger – loss of habitat, global warming, poaching, hunting; giant panda – loss of habitat, pollution; rhinoceros – hunting, poaching; elephant – loss of habitat, poaching, hunting; penguin – global warming; whale – global warming, hunting.

- Ask the children if they can think of other animals that are endangered because of the reasons on Worksheet 1 and listen to their ideas, e.g. *I think dolphins are endangered because of global warming. I think chimpanzees are endangered because of loss of habitat.*
- Ask the children *Which reasons are people responsible for?* and listen to their response (essentially all of them). Ask *What can we do to protect endangered animals?* and listen to their ideas re-casting them in English as necessary, e.g. stop polluting the environment, reduce global warming (e.g. by using fewer fossil fuels such as oil), look after national parks and nature reserves (e.g. don't light fires or leave rubbish), stop destroying animal habitats such as rain forests.

Activity 3

- Explain that you want the children to research and write a report about an endangered animal for their e-zine (or magazine), but don't divide them into their project groups yet.
- Give a copy of Worksheet 2 to each child.
- Read the headings and check understanding, e.g. *life span* refers to how long the animal lives, *diet* refers to the food they eat. Clarify that by *description* you mean size, colour, weight and features, such as a long tail or horns.
- Ask the whole class to choose an animal, e.g. tiger, and show the children a photo of a tiger if you have one available. Demonstrate completing the report

with the whole class to act as an example and model for their own work. *Either* do this orally, eliciting and supplying information about the tiger as necessary *and/or*, if you feel the class need further support, you can also write the information on the board, for example:

Name of endangered animal: <u>tiger</u>	
Animal group: <u>mammal</u>	
Habitat: <u>Tigers live in rainforests and swamps.</u>	
Diet: <u>Tigers eat animals such as wild pig, deer, zebras and monkeys.</u>	
Description: <u>Tigers are the biggest cats in the world. A male tiger is two metres long and weighs 180 kilos. The female tiger is smaller. Tigers have orange and black fur. They have got small ears and small eyes. They have got a big mouth and sharp, pointed teeth. They have got sharp claws.</u>	
Special adaptations: <u>Tigers have stripes which camouflage them from their prey.</u>	
Behaviour: <u>Tigers live on their own except when they have young. They are nocturnal and usually hunt at night. They are also good swimmers.</u>	
Lifespan: <u>Tigers live for 10-15 years</u>	
Population today: <u>There are about 4,000 tigers in the world today.</u>	
Reasons why it is endangered: <u>The tiger is endangered because of loss of habitat, global warming, poaching and hunting.</u>	

Activity 4

- Divide the class into their project groups, and into pairs within the groups. Ask children to decide on the endangered animal each pair will write about in their groups.
- Explain that you want the children to use the internet to research the animal they choose and make notes *either* on a separate piece of paper *or* in their notebooks for each section of the report.
- Children research the animal they have chosen with their partner.
- Ask children to complete their endangered animal reports for their e-zine (or magazine) by writing up the information they have researched and drawing a picture or adding a photo. Monitor and be ready to help them do this as necessary. The reports can be completed either as homework or in a follow up-lesson as necessary.

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Activity 5

- Explain that children have almost come to the end of the project on the 'Amazing world of animals'. Ask the children to identify everything they have produced for their e-zine (or magazine) with their project groups. They should then select what they want to include in the e-zine (or magazine), decide the order and add page numbers and a Contents list. They should then put this together in an electronic or paper file. The e-zines (or magazines) should include descriptions of animal groups (Lesson 1), an animal adaptation quiz (Lesson 2), facts about animal camouflage (Lesson 3), animal food chains (Lesson 4), animal life cycles (Lesson 5) and endangered animal reports (Lesson 6).

- Ask children to work with their groups and design a cover for their e-zine (or magazine) with the title *Amazing world of animals* and their names (*by ...*). Children can either draw pictures or use photos and create the cover of their e-zine (or magazine) either by hand or using computers. Depending on time, the e-zines (or magazines) can be completed in a follow-up lesson.

- Children create a PDF file of their e-zine (and optionally print this out) or staple the pages together to make a paper magazine.

- Circulate or display the magazines, or children look at these on computer, and compare, admire and give feedback on each other's work, e.g. *I like ... / The ... is great / interesting / surprising, etc.*

Learning review

- Briefly review learning by asking the children *What have we done today? What have you learnt? Why are some animals endangered? How did the endangered animal report help you find out about an endangered animal? What did you enjoy most / find most interesting / difficult?*

Optional extra

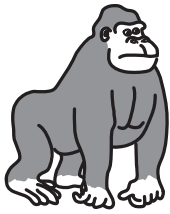
Ask each group to prepare 2-4 questions on the content of their own e-zine (or magazine). Collate the questions into a quiz, make copies and give these out to children in the next lesson. Children read each other's e-zines and work with their groups to find the answers to the questions in the quiz.

If appropriate, you may also like to organize a class competition with independent judges (e.g. other staffroom colleagues) and award small prizes or

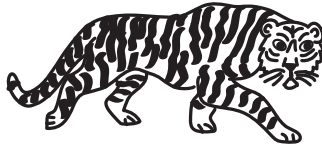
certificates for the three best e-zines (or magazines) according to a set of criteria, e.g. interest, presentation, use of language. If the e-zines have been produced electronically, you may also like to send copies home to parents or put them up on the class or school website.

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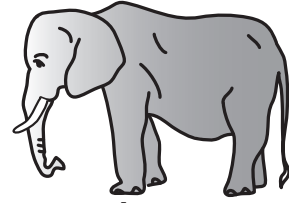
1. Match the animals and reasons why they are endangered.



gorilla



tiger



elephant



giant panda



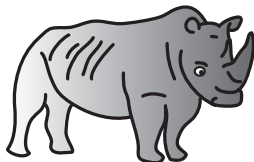
loss of habitat

pollution

global warming

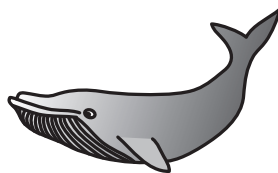


poaching

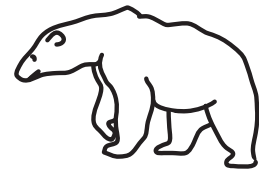


rhinoceros

hunting



whale



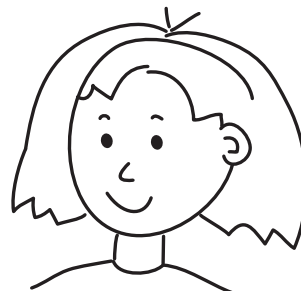
polar bear



penguin

2. Talk about the animals.

I think gorillas are endangered because of loss of habitat and poaching.



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Name of endangered animal: _____

Animal group: _____

Habitat: _____

Diet: _____

Description: _____

Special adaptations: _____

Behaviour: _____

Lifespan: _____

Population today: _____

Reasons why it is endangered: _____

