|  |  |  |  |
| --- | --- | --- | --- |
| LESSON 1 | | | |
| The Old Man and the Penguin by J Pratt + P Pratt  This is a short, true story about an old man who saves an oil covered penguin and the friendship that they develop. Students will develop a tool box (written) of items that they could use to help an animal suffering the effects of an oil spill or another injury | | | |
| **Subject** | Dangers that birds encounter in their environment.  Old Man and the Penguin | **Date** |  |
| **Class** | Lower primary | **No of Periods** | *1* |
| **Strand** | Literacy  Science | **Sub Strand** | Writing  Speaking  Listening |
| **Learning Intention or Outcome** | Students will develop a better understanding of the environmental risks to habitat and livelihood that birds encounter– pollution, deforestation, chemicals, predators | | |
| **Indicators** | Students will develop a toolbox (written) that they could use to help an animal suffering the effects of an oil spill or another injury. | | |
| **Success Criteria** | Students will create a toolbox | | |
| **Prior Knowledge**– How will you link the lesson to students’ prior knowledge?  Science – some understanding of the imapct that humans have on animals and their environments | | | |
| **Introduction “I DO”** – Teacher instruction  Teacher will:  Slide 2– explain to students what they will be doing in the lesson  Slide 3– explain definitions of new vocabulary. If possible, some local context, or examples, would help students to better understand  Slides 4 – 8 - view the images on the slides. Use guiding questions. (These images show a range of hazards for birds)E.g. What is happening in the images? Why does this happen? How do these images make you feel and why do you feel that way? Has this ever happened in your community? If so, explain what happened. Does it still happen? What has been done to change these things from happening in your community? Who is responsible?  Slide 9– Ask students to predict what may happen in the story. Play the Youtube story The Old Man and the Penguin.  Slide 10 - Ask students to discuss what happened in the story.  Slide 11 – Guide a discussion about what is happening in the images on the slide. Pose questions eg. What is wrong in the images? What dangers could a bird encounter in your local environment? Ask students to respond to questions on the slide  Slide 12 – Organise students into pairs. Instruct students to make notes about some of the dangers that birds could encounter in their local environment  Slide 13 – Continue in pairs. Discuss what the images are showing and what the items could be used for. Guide students to take notes of the solutions that could overcome the dangers that they noted in slide 12  Slide 14 – explain the worksheet to students. They will complete the worksheet individually creating their own (written) toobox | | | |
| **Activities “YOU DO”** – Challenging meaningful independent tasks  Students will:  Slides 4 – 8 – respond to questions and discuss images on the slides and explain the dangers that birds encounter. They will include examples that they may have seen or heard about.  Slides 9 – make predictions of what the story The Old Man and the Penguin may be about before viewing the Youtube video  Slides 10 - participate in a discussion about what happened in the story  Slide 11 – participate in a discussion and respond to questions posed by the teacher using images on the slide as a prompt  Slide 12 - work in pairs and take notes about dangers that birds could encounter in their community  Slide 13 – work in pairs and reflect on solutions to the dangers to birds in their local environment  Slide 14 – individually develop written toolbox that would be useful to have to enable them to help birds in their community | | | |
| **Assessment for learning:** How will you check of students’ understanding during the lesson?  Teachers will:  Provide opportunities for students to talk about their learning and understanding  Engage with groups of students or individuals asking e.g what are you doing now?  Make anecdotal notes about challenges and successes that students have during the lesson eg. Ability to work with a partner, understanding of what the toolbox could contain | | | |
| **Teacher Reflection ޓީޗަރުގެ ބަޔާން**  What worked well?  What would you like to change next time? | | | |

**Follow up/extension ideas** Safe environments for birds

**Class**

1. Construct a toolbox for the classroom that could be used if a bird was found to be harmed
2. Form a bird and bird habitat care group
3. Invite a wildlife expert to speak to the class about dangers in animal habitats and how their organisation helps animals in danger

**Whole school**

1. Organise regular checks of bird habits for the purpose of maintaining safe habitats and checking on any birds that might be harmed
2. Participate in: World Wildlife Day February 2

World Environment Day June 5

World Habitat Day October 2