**LESSON PLAN**

Week: ……

Period: ……

Date of teaching: …………………

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|  | **TEXTBOOK: FLUENCY PLUS 6**  **Unit 4: AMAZING FESTIVALS**  **Lesson 7 – CLIL SCIENCE: Plant diversity and animal diversity** |  |

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

- Know about the diversities of plants and animals

- Identify benefits to the ecosystem and humanity

**2. General competences**

- *Communication and collaboration*:work in pairs/groups to present the benefits of planting trees.

- *Problem-solving and creativity*: think of the ways to protect plant and animal diversities

**3. Attributes**

- *Kindness:* help partners to complete learning tasks.

- *Diligence:* work hard to complete learning tasks.

- *Honesty:* talk about benefits and ways to protect plant and animal diversities

- *Responsibility:* appreciate kindness and awareness of protecting environment

- *Leadership:* collaborate with teachers to enhance language skills.

**B. LANGUAGE FOCUS AND SKILLS**

**1. Vocabulary**

- *Vocabulary:* benefits of plants and animals

- *Recycled vocabulary:* words/ phrases related to environment

**2. Skills:** Listening, speaking, reading, and writing.

**C. RESOURCES AND MATERIALS**

- Student book – pages 46-47

- Lesson plans

- Teacher’s Guide

- Computer, projector, ….

**\*Culture notes:** Students know how to translate messages of planting trees to Vietnamese.

**D. LEARNING EXPERIENCES**

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| **Teacher’s activities** | **Students’ activities** | **PowerPoint** |
| **WARM-UP/REVIEW (5 minutes)**  ***Objective:*** *To help students brainstorm the how plants and animals help human in daily life* | | |
| **\*Greeting**  - Greet the students:  *“Hello, how are you?”*  *“I’m fine, thank you. Please sit down.”*  **\*Brainstorm: How we use plants/ animals in daily life.**  - Show slide 3 on the screen to play the game and introduce the game to the students.  - How to play:   * *Split the class into 2 teams. The teams take turns to say how we use plants/ animals in daily life. For example:* * *Team A: We can eat plants.* * *Team B: We can use plants for making clothes.* * *The teams are not allowed to list the ideas they have told before.* * *The first team has no more idea is the loser.* * *Round 1: Benefits of plants.* * *Round 2: Benefits of animals.*   - Give an example.  - Give 2-3 minutes to students to think.  - Set up the game. Listen to students’ answers and check their pronunciation.  - Remind students to give full sentences and not to reuse the ideas they have given.  - Give compliments to the whole class for playing fair and being creative. | - Greet the teachers.  - Focus on the screen.  - Listen to the teacher.  - Play the game.  - Try to list as many ideas as possible.  - Try to give full sentences.  - Listen to the teacher. | - Slide 1  - Slide 2  - Slide 3 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can give vary benefits of plants and animals.  - *Task completed:* Students can give benefits of plants and animals.  - *Task uncompleted:* Students are unable to give benefits of plants and animals. | | |
| **PRESENTATION (10 minutes)**  ***Objective:*** *To help students know what plant and animal diversities are, benefits and how to protect plant and animal diversities* | | |

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| **\*Lead-in:Definition of *diversity***  - Require students to list some kinds of plants/ animals they know.  - Summarize students’ ideas to elicit the meaning of *diversity*. Give some examples of plant diversity and animal diversity. Focus on explaining what *diversity* is.  - Give definition: “Many types of things” can be the easiest explanation for *diversity.*  - Lead to what students are going to study.  **\*Introduction: Plant diversity**   * Ask students to take turns and read the text about plant diversity. * Correct mistakes in their pronunciation if any. * List out all the new words with which they have trouble. Explain those words to students using definitions or synonyms.   Glossary:   * *diversity (noun) = many different types of things* * *refer to sb/sth (Phrasal verb) = to mention or speak about sb/sth* * *existence (noun) = someone/something existing* * *a variety of + noun (C/U) = different types of sth* * *species (noun) = a set of animals or plants in which the members have similar characteristics.* * *economy = the system of trade and industry* * *extinct (adj) = not now existing* * *tree-free products = no fresh or recycled wood is present in the product*   **\*Exercise 1: Answer the questions**  - Ask students to work in pairs and answer questions 1, 2, and 3.  - Call some students to read the answer and show the clues on reading text.  - Check students’ answers.  - Ask more detailed questions:  *How do you use plants in daily life?*  *What can you do to protect plant diversity?*  *What tree-free products are you using?*  - Listen to students’ ideas and responses.  **\*Introduction: Animal diversity**   * Ask students to take turns and read the text about animal diversity. * Correct mistakes in their pronunciation if any. * List out all the new words with which they have trouble. Explain those words to students using definitions or synonyms.   Glossary:   * *optimistic (adj) = hopeful = Hoping that good things will happen in the future* * *threaten (verb) = to tell someone that you will harm him/ her* * *ban (noun) = an official order that prevents something from happening* * *illegal (adj) = not allowed by law* * *hunt (verb) = try to catch and kill animals* * *trade (verb) = the activity of selling and buying*   **\*Exercise 2: Answer the questions**  - Ask students to work in pairs and answer questions 1, 2, and 3.  - Call some students to read the answer and show the clues on reading text.  - Check students’ answers.  - Ask more detailed questions:  *How do you use animals in daily life?*  *What can you do to protect animal diversity?*  - Listen to students’ ideas and responses. | - List some kinds of plants and animals.  - Listen to the teacher. Try to guess the definition of *diversity.*  - Listen to the teacher.  - Read the text.  - Correct the mistakes.  - Listen to the teacher.  - Work in pairs and write the answers.  - Give the answers.  - Answer the questions.  - Listen to the teachers.  - Read the text.  - Correct the mistakes.  - Listen to the teacher.  - Answer the questions.  - Give the answers.  - Listen the teacher.  - Answer the questions. | - Slide 4  - Slide 5  - Slides 6-8  - Slide 9  - Slide 10  - Slides 11-13 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can know definitions, benefits of plant and animal diversities and ways to protect them in real life  - *Task completed:* Students can know definitions, benefits of plant and animal diversities and ways to protect them  - *Task uncompleted:* Students are unable to know definitions, benefits of plant and animal diversities and ways to protect them | | |
| **PRACTICE (8 minutes)**  ***Objective:*** *To help students have deeper understanding about plants and animals* | | |
| **\* Exercise 3: Choose the correct word or phrase for each gap.**   * Ask students to read the comparison of plants and animals, understand the contents and fill the correct word in the gaps. * Ask students to do the task.   - Check students’ answers.  - Call some students to summarize the differences between plants and animals. | - Fill in the gaps.  - Give answers.  - Compare plants and animals. | - Slides 15-17 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can know the differences between plants and animals clearly  - *Task completed:* Students can know the differences between plants and animals  - *Task uncompleted:* Students are unable to know the differences between plants and animals | | |
| **PRODUCTION (10 minutes)**  ***Objective:*** *Encourage Ss to protect the environment.* | | |
| **\*Project: Trees for the future**   * *This activity can be done at home.* * Break the class into groups of 4 students. Explain and give instructions on how to make a poster. The poster will reveal the benefits and messages of planting trees. It should be better if students decorate their posters. * Ask students to show their poster and present it in front of the class. * Give feedback and give them plus points to encourage students. * Discuss and give more information about the benefits of plants and the benefits of animals. * Divide the class into 2 groups and give each group a topic: *a. the benefits of plants, b. the benefits of animals.* * Ask them to discuss and draw a mind map about the topic. Encourage students to brainstorm more ideas about the topic which is not expected in the student book.   **\*Extra practice: Plants vs Zombies**   * Introduce the game. * Show the rules: * *There are a total of 5 questions.* * *Click on the image on the right of the slide to go to the question part.* * *Each correct answer allows students to shoot one zombie.* * *Click on a plant to shoot (in order from top to bottom).* * *Each plant can only shoot one time.*   - Show the questions.  - Check students’ answers and ask students to correct the sentences if they are false.  - Praise students if they complete the activity well.  **\*Review the whole unit – Game: Bombs, hearts, guns**  - Introduce the game.  - Explain how to play the game:   * + *Split the class into teams. Each team has 5 lives at the start of the game.*   + *Click on a team (Ex: Team 1) to add lives. Click on a life to delete it.*   + *Clicking on a square reveals either a bomb, heart or a gun.*   + *Bomb = lose a life*   + *Heart = gain a life*   + *Gun = take (delete) a life of another team.*   + *Then answer the questions.* * *Which team is alive or has more lives at the end will be the winner.*   - Encourage students to answer the questions.  - Require students to give more ideas or correct the wrong sentences.  - Praise students after each question.  - Praise the winner. | - Get into groups.  - Listen to the teacher.  - Try to give as many ideas as possible.  - Decorate the poster.  - Present the poster.  - Listen to the teacher.  - Listen to the teacher.  - Read the rules and ask questions in need.  - Answer the questions.  - Listen to the teacher.  - Listen to the teachers.  - Answer the questions.  - Correct the answers.  - Praise the winner. | - Slide 18  - Slide 19  - Slide 20  - Slides 21-28  - Slide 29  - Slides 30-31  - Slides 32-56 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can answer the questionscorrectly and fluently.  - *Task completed:* Students can answer the questions.  - *Task uncompleted:* Students are unable answer the questions. | | |
| **WRAP UP AND HOMEWORK (2 minutes)**  - Go through what students have learned from the lesson.  - Ask students to review the whole unit at home.  - Ask students to prepare for the next lesson. | | |
| **REFLECTION**  .............................................................................................................................................  .............................................................................................................................................  .............................................................................................................................................  ............................................................................................................................................. | | |