

## LESSON 4 – Environmental Cluster

Learning about what is having a negative effect on our environment

Grade: 6 FSL	Duration: 1 hour	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Demonstrate an understanding of vocabulary associated with: <ul style="list-style-type: none"><li>- Dangers to the environment.</li></ul>	Students will be able to complete a Cloze Activity by listening for key information related to dangers to environment.  Students will be able to identify what they feel is the most dangerous environmental issue.	Formative assessment of students' ability to make connections between what they have heard and their previous knowledge on the topic of dangers to our environment.

### Preparation Required:

- Have the video about dangers to the environment ready to project on the board.
- Print the fill in the blank activity worksheet to go with the video (one for each student). (B – 5.15)
- Print the Matching Worksheet (one for each student). (B – 5.16)
- Print the Ranking Global Issues Worksheet (one for each student). (B – 5.17)

### Introduction (1 minute)

Hook/Attention grabber: “*Salut les amis*, we have been having so much fun learning about animals and their habitats, but have you all thought about what is causing those animals to be endangered?”

### Pre-Task (20 minutes)

Begin by playing the Global Issues video for the students. While the video is playing, students can work on one of the two pre-task activities (either resource \_\_\_ or resource \_\_\_). The Cloze activities will help students use the information they learned in the video and apply it to help further their understanding. Students can either do a matching activity or a fill in the blank activity while watching the video. Play the video more than once if necessary; it is never a bad thing to expose students exposed to the vocabulary more often.

Have students get with a partner to compare responses from the worksheet they did while listening to the video.

Discuss as a class to ensure students understand the content.

### Task (30 minutes)

Students will now be given an ordering and sorting activity. They will rank the global problems that were discussed in the video based on their opinions and what they know about the issue. Which one do they think is the most dangerous? Which one do they think will have the biggest negative effect?

Once students have filled their worksheets they will have to share with a small group or partner their rankings and why they placed them where they did. Afterwards you can sort them as a class. This can be done on the whiteboard. Have students reason with you about why they think certain issues are more dangerous than others. Be open to having a classroom debate.

**Post-Task** (10 minutes)

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

Potential Post-task: Watching video again and going over pronunciation of challenging French vocabulary in the video.

**Differentiation/Accommodation:**

To accommodate this lesson for a lower level, let students have access to the video throughout the lesson, whether it is on an iPad or a computer. Or, play the video with subtitles. Or, provide students with the script during the video.

To accommodate this lesson for a higher level, play the video without subtitles.