

Week 2 (April 20)

## Conservation

CLB 7/8

1.5 hours

### Writing

Reproducing Information CLB 8

- Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions. [Oral discourse is up to about 20 minutes.]
- Reduce a text of up to about 2 pages to an outline or summary.  
[Topic is of personal relevance and may be related to a specialized field.]
  - Reduces information to main points with accurate supporting details and no major omissions.
  - Conveys essential information.
  - Conveys a sense of audience in language format and content.

**Lesson Objective:** Practice use of coordinating conjunctions to make writing more fluent and express ideas in a more complex way.

Review and reinforce vocabulary from the previous lesson.

### Warm Up - (15-20 mins)

Explain the focus of today's lesson.

Any questions about yesterday's lesson?

Ask the students what the main points of coordinating conjunctions are.

- Two complete sentences
- comma before the conjunction
- why do we use these
- why might we choose NOT to use it.

### Previous Lesson's Vocabulary

**Habitat:** The natural home of an animal or plant

**Ecosystem:** Plants, animals and their habitat all working together and relying on each other

**Species:** A specific type of animal (Beavers and HoneyBees are species)

**Sediment:** Dirt that settles on the bottom of water

**Rodent:** small furry animals that have flat teeth that never stop growing (mice, squirrels and beavers are all rodents)

**Instinct:** Something that all the animals of the same species do (all beavers build dams)

**Extinction:** When a species does exist anymore

**Eradicate:** To destroy completely

**Hibernate:** When something sleeps through the winter

### Group Activity - (40-50 mins)

Objective: Have students summarize and reproduce text while practicing using coordinating conjunctions.

#### Example Paragraph

Beavers are a kind of rodent like mice and squirrels, **but** beavers are more important than you might think. They build dams to block rivers and create wetlands. These wetlands are a habitat for many other kinds of animals, **so** many scientists consider beavers to be a keystone species. They also build a big home called a lodge, **and** this keeps them safe from predators. Beavers eat leaves and tree bark, **and** in the winter they eat food that they store underwater because they don't hibernate. The wetlands that beavers make also help humans by reducing the risk of forest fires. Beavers were almost hunted to extinction when settlers came to Canada, **but** restrictions on hunting have helped them recover. They are not endangered anymore, **yet** growing cities could cause a loss of beaver habitat in the future.

Students are put into groups of 3 or 4. One student is the writer and one is the leader. As a group they must take information that they researched for their homework and try to write it into about 2 paragraphs or 10 sentences. They should be attempting to use the conjunctions correctly. As a group, they begin by sharing the information they found for homework, then decide on which topic they will use. Leaders write down the sentences that the other students create.

They should seek to answer these points about an animal they chose:

- What habitat does it live in?
- What does it eat?
- Does it have any unique behaviors? (How does it spend its time?)
- Does it hibernate or migrate in the winter?
- Does it affect other species somehow? Does it affect humans?
- Is it currently endangered? If it is, what are the main reasons it is endangered?
- Any other interesting facts?
- How might we help protect this animal and its habitat?

Reading Activity (Vocabulary Check) - (15-20 mins)

Vocabulary

**Amphibian:** animals that need wet environments to survive. (frogs, salamanders, toads)

**Reptile:** animals with dry scaly skin (snakes, lizards)

**Conservation:** protection of the natural environment

**Species:** a specific type of animal (hog-nosed snake is a species)

**Habitat:** a place where an animal normally lives and grows

**Agriculture:** farming

**Wetlands:** A habitat that is covered in shallow water (ponds and marshes are wetlands)

**Foster:** To encourage or help something good to grow

**What is community science?**

Crowd-sourcing sightings of wildlife from community members is a powerful way to engage society in science and \_\_\_\_\_ while connecting scientists with important data. This type of research uses something called “community science” to understand how \_\_\_\_\_ changes, such as roads, farming, and forestry, affect reptiles and amphibians in Canada. Finding reptiles and amphibians can be like **trying to find a needle in a haystack**. However, since everyone now carries a camera and GPS unit in their pocket (their smartphone), this gives community members the power to contribute to large science projects to track where \_\_\_\_\_ live and where they have \_\_\_\_\_.

declined	conservation	species	habitat
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**Big threats to reptiles and amphibians**

Most species of reptiles and amphibians in Canada, like Frank the eastern hog-nosed snake, live in the southern part of the country, which is where most people live as well. This means that the \_\_\_\_\_ that reptiles and amphibians depend upon are often damaged as forests are cleared for housing and wetlands are drained for \_\_\_\_\_. Since colonial settlement, southern Ontario has lost more than 70 percent of its wetlands and most of its forests. The remaining wild places are small, \_\_\_\_\_, and scientists often don't know what species remain there. To add to these challenges, most of the remaining patches are privately owned, making it more difficult to search for potentially \_\_\_\_\_ species.

endangered	isolated	ecosystems	agriculture
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← Frank

## Join the party

Frank the eastern hog-nosed snake was saved by \_\_\_\_\_ who cared. Engaging community members in science helps \_\_\_\_\_ appreciation for nature and helps connect scientists with important data. Each bit of data helps to \_\_\_\_\_ to our understanding of the natural world, and it can even save a species from \_\_\_\_\_. You can contribute to community science, too. You can join more than 900,000 community scientists around the world and submit observations of any species using the free iNaturalist app. Just **snap a photo**, note the location, and upload your observation. With your help, we can identify and learn about important places for conservation.

foster

extinction

contribute

community scientists

<https://www.canadiangeographic.ca/article/using-community-science-protect-reptiles-and-amphibians>

### Comprehension Questions

- What is a big reason that reptiles and amphibians are threatened?
- Why is it difficult to do research on these species?
- How could this information help scientists?

Paragraph 1

Conservation, habitat, species, declined

Paragraph 2

Ecosystems, agriculture, isolated, endangered

Paragraph 3

community scientists, foster, contribute, extinction

If more time is available:

Discussion questions for conservation, and reducing our impact on the environment:

- What are some of the things that have the biggest impact on the environment?
- What do you think is the most important issue?
- How can we help to reduce our impact on the environment?
- What kind of things is your community doing?
- Do you think that “going green” could affect your standard of living? Better? Worse?

Odd One Out

Everyone gets a message naming the same object (e.g. "hamster"). One person, instead of "hamster", gets something else, like "dragon". You go around and everyone says one statement about their object. Then after everyone has gone once, the players vote on who they think was the odd one out.

- Have them write their sentence in the chat.