

Vocabulary Mini Lesson 2

Joel Pope

Subject and Lesson Topic	<p><u>UOI</u>: ‘Sharing Our Planet’</p> <p>Central Idea: People take responsibility for plants and can gain resources from them.</p> <p><u>Lesson Topic</u></p> <ul style="list-style-type: none">- Introducing different habitats and their characteristics.
Length of Lesson	20 minutes
Learner Population	<p>There are 15 students in the class. It is a PK class, with students aged 4-5. They are now in the second semester of that grade level.</p> <p>One student was born in South Korea and lived in South Korea for the first two years and eight months of her life. She joined the school two years and one semester ago when she came back to China. Her mother is Chinese and her father is Korean. Korean had originally been her home language. However, since returning to China, this has changed to Chinese. She is an emerging trilingual in Chinese, Korean and English.</p> <p>All other students in the class are Chinese. Some have spent time living in hometowns in different parts of China. They all have Mandarin Chinese as a home language. However, some also have dialects of Mandarin spoken at home.</p> <p>All students now live in Wuxi City, Jiangsu Province, China, which is where the school is.</p> <p>The class group began two years and one semester ago. However, different students have been in the class for different lengths of time. Nine students have been there from the beginning. Four joined in the second year and so have been at the school for three semesters. The fourteenth is in her first semester at the school, however had had a background in English before coming.</p> <p>Although bigger differences had existed in the past in English levels in the class, these have become less pronounced over time and so they are only very small now. Students are all in the “speech emergence” or progressing towards the “intermediate fluency” stages, as proposed by Krashen & Terrell (1983).</p>

	<p>All students are familiar now with exploring real world topics in English. Listening and comprehension is manageable with the use of comprehensible input. Students are generally all able to discuss and express ideas on more academic style topics, although may sometimes face challenges with more complex ideas due to lacking vocabulary, and especially for longer and more complex ideas, may not always have full grammatical accuracy.</p> <p>Having been coming to school and in the class together for a long time, students generally all have well developed social and emotional skills for their age and are able to work well independently together and with the teacher.</p> <p>Motor skills and early math skills are at varying levels. However, all students are able to cope with the demands of UOI activities.</p> <p>No students are identified with special educational needs.</p>
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Learning Objectives

“By the end of the class, all students are able to draw a picture showing their own visual representation of one habitat - ‘freshwater’, ‘desert’, ‘grasslands’, ‘polar habitat’, ‘ocean’, ‘forest’, chosen at random.”

“By the end of the class, for a picture of a world map they are given, that has pictures for each of the habitats ‘freshwater’, ‘desert’, ‘grasslands’, ‘polar habitat’, ‘ocean’ and ‘forest’, on in the appropriate place, when they hear the name of the habitat, are able to find it on the map.”

Vocabulary:

Habitat - review (students have seen it in the previous class)

Freshwater

Desert

Grasslands

Polar habitat

Ocean (students familiar from previous context)

Forest (students familiar from previous context)

Activities

Note that in the previous class, students were introduced to “habitat”, which we defined for now as “a place where plants and animals live”. We also studied ‘The Habitats Song’, which we will see in the class today. We saw each of the habitats we will learn today and brainstormed as a class what we think of when we see the habitat, using the video and pictures, looking at the animals and plants that can be found there, as well as weather and other features.

However, in that previous class, we focused on the concepts of what is found in each habitat and its features, not the names specifically, although the students were exposed to the names. This is the second class, in which we consolidate our knowledge and students focus on the language.

Yesterday, students were introduced to the fact that we will be making our graphic organizer maps today, so they are ready for this activity.

Note; Students will be at the carpet, except for during the small group activity in which one group is with each teacher. At this time, they will be at a table with their group.

(1) Ask students what we learnt about yesterday. Allow some students to share some ideas.

Then ask, “What were all of the places we looked at called?” and if necessary, “What was the name of the song?” to elicit the word habitat. Review habitat as “a place where animals and plants live.”

Ask students if they remember the names of any of the habitats and elicit names.

This settles the class down to focus. It then activates student thinking and reflection. Following this, it sets the context of the topic of habitats to support students in making connections and activates prior knowledge.

(2 minutes)

(2) Now play 'The Habitats Song' again.

When it gets to introducing each type of habitat, repeat the name and emphasize it out loud for the students.

This further sets context and activates thinking and connections. It introduces the words in context.

(2 minutes)

(3) Go through the large A3 sheets showing different photos of each habitat. Elicit the word, then say it clearly several times for students to hear, followed by the sentence.

For each habitat, do an action for students to follow.

Go through all the habitats like this, going back to repeat previous ones.

This is a TPR type activity to focus on remembering words and their forms. It takes advantage of movement, important for young children. Students can begin practicing saying the words as they are ready.

(3 minutes)

(4) Play a listening game. Say the name of the habitat. Students do the action.

As students continue to do the action, show the A3 sheet and then make some different sentences for students to hear involving the words.

For example,

“_____ live in _____.”

“(Habitat) is _____.” (weather)

“(Habitat) says _____.”, while we continue to do the action.

Invite students who are ready to make sentences also.

This makes use of movement and a game to deepen association with the words. It also exposes students to the words in more contexts through hearing many different kinds of sentences.

(3 minutes)

- (5) Remind students that we will now be making our graphic organizer mindmap, similar to ones we have done previously on the groups we planned yesterday.

Students slowly move to their groups.

(1 minute)

- (6) Students in their group of 5, each with one class teacher.

Each of them takes a piece of paper out of a hat with a picture of a habitat on.

They then each do a drawing of their habitat on the piece on a small piece of paper they have.

The teacher draws the sixth habitat.

These are then stuck with blue tac on to a prepared sheet of paper to make a mind map. The teacher leading will show the photos of the habitat and say the name for the student who drew that habitat to then show it and stick it down.

Students involved in creating a graphic organizer to link all the words in the unit. They create their own picture for the habitat and see those of their classmates to deepen their connection with the words.

(5 minutes)

- (7) Students back to the carpet.

Tell them that for the last activity, we will see if we can find the different types of habitats in pictures on a world map to consolidate what we have learnt.

Each student gets a world map on an A3 sheet.

The world map is blank, except for pictures for a photo of each of the six habitats we have studied shown at a relevant place on the world map.

I will say, "Can you find me the _____".

Students find it on the world map.

(4 minutes)

Materials and Technology
<ul style="list-style-type: none"> - The Habitats Song prepared to show on the projector screen. - 6 x A3 sheets, each for one habitat. The sheets show different photos of the habitat. - 3 small bags, each with 6 small cut outs of photos, one for each of the six habitats, for the mind map activity. - An A3 world map for each student. It is blank, except for photos for the six habitats being studied in the appropriate place. - An A3 mind map prepared for each group (three in total) with the word “Habitat” in the middle and six spaces around the side, with blutac already on, ready for students to quickly stick down their drawing. - Small pieces of paper for each student to do their drawing on.
Assessment
<p>Students do actions for each of the six habitats when they hear the word, during the practice game.</p> <p>Students draw their own picture for one of the six habitats, during the mind map activity.</p> <p>Students identify the habitat when hearing it’s name from a picture on a world map.</p>

References

Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom*. Alemany Press.