



EARTH DAY

Lesson Length: 1 hour + Extension Activity

Vocabulary & Expressions: Vocabulary related to recycling and energy conservation

Language/Culture Point: Verb tenses: past, future, and present (habitual actions)

Objective: Students will be able to name 3 things they can do to protect the environment.

Materials: Realia related to protecting the environment (a reusable water bottle/reusable shopping bag/recycling bin/compact fluorescent light bulbs/etc.), paper, red/green/yellow Signal Cards, computer, projector, internet connection




STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Realia related to protecting the environment	- Authentic Materials

TEACHING ACTIVITY

1. Bring in realia related to protecting the environment. Items could include a reusable water bottle, a reusable shopping bag, a recycling bin, compact fluorescent light bulbs, etc.
2. Ask students what each of the objects are. Write the object names on the board as students call them out. Ask the students why these items are important.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Computer and Projector - Internet connection 	- Using Videos - Alternative: Chalk Talk

TEACHING ACTIVITY

1. Write "April 22" on the board and tell students this date is Earth Day. Ask students if any of them know what Earth Day is. If so, ask them to explain it to the class.



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2. Tell students Earth Day is a day when events are held around the world to teach people about the importance of protecting the environment.
3. Tell students you are going to watch a video about people protecting the environment. Show students a video on recycling on YouTube. For example:

 http://www.youtube.com/watch?feature=player_embedded&v=XdwCO3n2whQ.

Ask students to pay attention to the problems shown in the video and what the people in the video do to solve the problems.

Note: If you don't have access to an internet connection or your organization blocks YouTube, you can download YouTube videos and save them to your desktop at sites such as keepvid.com. Many browsers also have add-ons that allow you to download YouTube videos. If you are unable to show the video, use Chalk Talk to tell a story about someone finding trash in their neighborhood and what he/she does to protect the environment.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Red/green/yellow Signal Cards	- Signal Cards

TEACHING ACTIVITY

1. Do a true/false activity using Signal Cards. Make true or false statements about what happened in the video and have students use Signal Cards to indicate True/False/I don't know.
2. Ask students what solutions were taken by the people in the video. Write students' answers on the board.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes		- Graphic Organizers

TEACHING ACTIVITY

1. Create a chart on the board with 3 columns: Yesterday, Today, Everyday.



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2. Talk about the things you do to protect the environment and write your answers on the board in the correct column. Be sure to have a few answers in each column.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes		- Surveys and Interviews

TEACHING ACTIVITY

1. Ask students, “What about you?” Select a strong student or two and ask them what they did yesterday, what they will do tomorrow, and what they do everyday to protect the environment. As students respond, add their answers to the columns on the board.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Paper	- Surveys and Interviews - Think-Pair-Share

TEACHING ACTIVITY

1. Tell students they are now going to interview each other asking the same questions. Pass out blank sheets of paper and have students make an interview sheet by writing three columns on the paper as you did on the board. Alternatively, you could create a sheet ahead of time and print it out for students.
2. Ask students to stand up and circulate around the room, interviewing each other and recording their partners’ responses on the interview sheet.
3. Give students time to talk to three or four partners. Then, bring the class back together. Ask them to share additional solutions they talked about with their partners and add them to the solutions already on the board.
4. If time allows, tally students’ answers and use Think-Pair-Share to discuss the class results. Questions to ask students include:
 - Which are most unique? or Which are not common?
 - Which are most popular? or Which are used a lot?
 - Which ones have the biggest impact?
 - What is something new you learned? Will you try it?



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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Paper	- Think-Pair-Share

TEACHING ACTIVITY

1. Review the answers on the board in the “Yesterday”, “Tomorrow”, and “Everyday” columns. Ask students if they notice anything about the answers on the board. Lead them into a discussion of verb tenses. Point out all actions in the “Yesterday” column happened in the past (the verbs are in past tenses), verbs in the “Tomorrow” column are things that haven’t happened yet (the verbs are in future tenses), and verbs in the “Everyday” column use the present tense.
2. Explain to students that when we talk about what we do everyday, we use the simple present tense.
3. Tell students about things you do everyday and model by writing your sentences on the board. For example:
 - Everyday I take my dog for a walk.
 - Everyday I brush my teeth when I wake up.
4. Using Think-Pair-Share, ask students to think about the things they do everyday and then make a list on the back of their interview sheet using the simple present.
5. After students write their sentences, have them turn to a partner, discuss their answers, and then share them with the class.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes		- Exit Check

TEACHING ACTIVITY

1. Ask students, “What are you going to do this week to help the environment?” Have them each tell you their plans as they leave class.



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EXTENSION ACTIVITY: CLASS PROJECT

Time Frame	Materials	Teaching Strategies
Varies	- Varies	- Problem Solving

TEACHING ACTIVITY

1. As a class, decide on a group project to protect the environment such as going into the community to pick up trash, putting recycling bins around campus, or making brochures about ways to recycle and distributing them around the school. You may select the project, or you could have the students brainstorm ideas, vote on the project they'd like to work on, and make a plan for how the class should go about completing the project.
2. Assign students roles to complete the project.