

LESSON TITLE: 163 New Species in Greater Mekong Area	
ESSENTIAL QUESTION: What do we know about different species of animals?	
CONTENT STANDARDS connection Reading: Informational Text Standard 7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	
LANGUAGE DEVELOPMENT STANDARDS CONNECTION Interpersonal Communication Communicate on familiar topics using a variety of practiced and memorized words and phrases.	
OBJECTIVES (SWBAT)	
CONTENT Identify and record facts about the Mekong area by using the script and sentence frames with a partner.	
LANGUAGE (LISTENING, SPEAKING, READING, WRITING) Present information about a new species to friends in a small group.	
Vocabulary: species, region, rainforests, scientists, gecko, newt, track	
SENTENCE Frames: The Greater Mekong Region is _____. The Mekong River gives life _____. The new animal species discovered include _____. Identifying new species helps scientists _____.	
MATERIALS	163 New Species in Greater Mekong Region Task Sheet 163 New Species in Greater Mekong Region Script Pictures to support vocabulary

OPENING (5-7 minutes) BUILDING BACKGROUND	<p>Teacher prompt: Ask students, “Do you think it’s possible that there are species of plants and animals we haven’t discovered yet?” Turn and talk. Have some students share their answers. Show students a large map and identify where the Mekong Region is.</p> <p>Main idea: “The Greater Mekong area is the home of many new species of plants and animals that haven’t been discovered before.”</p> <p>Vocabulary: Use pictures and student input to introduce key vocabulary in context. Use engagement strategies such as Turn and Talk and Think Pair Share to get students talking about the new words. Post them on the board or wall with pictures.</p> <p>Refer to the objectives:</p>
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	<p>Students and the teacher read the objectives together. Highlight the key words, add visuals and ask “What will we do today?” Students turn and talk, 2-3 students share answers.</p>
DURING THE VIDEO	<p>LISTENING FOCUS: Pass out the script to each student. Tell them they can follow along reading the script as they hear the newscast. Tell them to be thinking of the question, “What are some facts we know about the Greater Mekong area and new species?”</p>
AFTER THE VIDEO	<p>Review: Pass out the Task Sheet to all students. Model how students will work together in partners to write facts and complete the sentence frames using the script for help. Give students time to work and then call on different partnerships to share answers with the class.</p> <p>Small Group Writing: Tell students they will be working in small groups to create their own new species. They will decide what it looks like, what it eats, where it lives, and what helps it survive. Model how students will work in small groups to create their new plant or animal species. Give students 15-20 minutes to work together. All students must record the information on their Task Sheets.</p> <p>Presentation: Number off each student in the small groups 1-4. Make new small groups of 4 by combining 4 1’s, 4 2’s, etc. so there are new groups of students. Model how students will use their template to share and present their new species to their new small group. Give students time to present and support as needed.</p>
CLOSURE	<p>Select a few students to present their new species to the class. Revisit the objectives and have students show a thumbs up/down to show whether or not they feel they met the objectives.</p>
ENRICHMENT/EXTENSION	<p>Have students create a short book or pamphlet about their new species and share it with students in another class.</p>