

MODULE: Endangered Animals

Field: Natural World

Unit: No More Dodos

Band: Lower Secondary; Year 8

Core Learning Outcomes: Provisions will be made across outcome levels to ensure that assessment (and achievement) is individualised and addresses the needs/abilities of all students.

Purpose: Students read about or listen to descriptions of endangered species and present, orally or in writing, suggestions for ways to help protect animals.

Socio-Cultural Understanding: Students recognise endangered animals in different countries and focus on those that are classed as threatened or endangered in Japan.

Teaching Considerations:

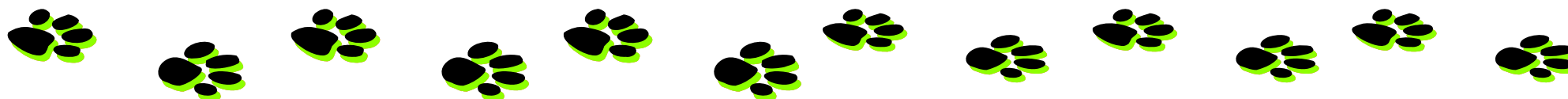
- Multi-level classroom - remedial & extension materials available to meet the needs of students working across all levels of proficiency.
- Students' knowledge of Japanese culture and lifestyle may differ between students therefore some extra cultural information & readings may be required.
- When discussing endangered species from Japan and how Japan protects or does not protect these species, encourage students to be aware that they could be making value judgments and to acknowledge different points of view.

Language Features	Process Skills & Strategies
<ul style="list-style-type: none">• Identifying and asking about people, places and things• Describing people, places and things• Expressing and asking about likes and dislikes• Identifying and asking about situations, activities and events• Describing situations, activities and events• Comparing• Affirming or negating statements• Giving reasons• Expressing opinions•	

Unit Kanji: 何、来、日、本、中、国、大、小、少、多、住、森、林、海、川、食

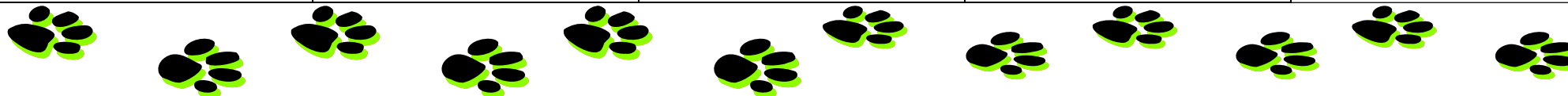


Orienting Tasks	Prior Learning	Language Features	Literacy Strategies	Resources
<p>Mapping</p> <p>1. Students identify and label continents and countries in Japanese on a world map.</p> <p>Identification</p> <p>2. Students identify various animals and mark their country of origin on a world map.</p> <p>Classification</p> <p>3. Students classify animals as plenty, rare, threatened or endangered.</p>	<p>※ Countries from International Treasure Hunt</p> <p>※ Names from step 2</p>	<p>※ ____は どこ ですか。</p> <p>※ ____は どこに ありますか。</p> <p>※ <small>か</small>書いて<small>くだ</small>下さい</p> <p>※ これは <small>なに</small> 何 ですか。</p> <p>※ ____ です。</p> <p>※ どこから <small>き</small> 来ましたか。</p> <p>※ ____から <small>き</small> 来ました。</p> <p>※ ____が <small>おお</small> 多い です。</p> <p>※ ____が <small>すく</small> 少ない です。</p> <p>※ ____が <small>めずら</small> 珍しい です。</p> <p>※ ____が <small>ぜつめつ</small> 絶滅の <small>き</small> 危機に あります。</p>		<p>※ World map</p> <p>※ Match the country to the continent worksheet.</p> <p>※ Animal flashcards</p> <p>※ BLM 1 Animal clipart</p> <p>※ Animal/country retrieval chart</p> <p>※ Blank world map</p> <p>※ Endangerment semi-circle (student and teacher)</p> <p>※ Animal flashcards with animals status written on them.</p>



Enhancing Tasks	Language Features	Focus on Form	Literacy Strategies	Resources
<p>Body Outline Poster Students create an A3 Poster of an endangered animal of their choice in a body outline template with a group.</p>	<ul style="list-style-type: none"> ※ Body parts: あたま、みみ、きば、はな、からだ、あち、しっぽ、しよっかく、ひれ、けがわ、つの、て、はし、はね、つめ、etc ※ Adjectives: 大きい、小さい、高い、短い、長い、ほそい、ふと、い、かわいい、うつくしい ※ Colours: 青い、赤い、茶色の、みどりの、き色、黒い、白い、むらさき、はい色、ピンク、オレンジ ※ Counters: ~本、~匹、~羽、~頭、~つ ※ Animal noises: ワンワン、ニャーニャー etc 	<ol style="list-style-type: none"> 1. Parts of the body カルタ 2. Simon Says 3. Label various animals' body parts 4. Body part counters 5. Basic descriptions 6. Labelling animal diagrams 7. Counting animals 8. Animal songs 		<ul style="list-style-type: none"> ※ Body parts karuta ※ Animal body outlines from Enchanted Learning ※ Hello LOTE animal series and counter books ※ Body part labels ※ All of me games ※ Animal songs from Stage A ※ Colour mushrooms ※ Animal noise game
<p>Diet Students investigate the diets of various endangered animals.</p>	<ul style="list-style-type: none"> ※ __は __を 食べます。 ※ Food: くさ、えさ、はっぱ、むし、など 	<ol style="list-style-type: none"> 1. Match the animal to the food. 2. Reading passages from obento and various websites 3. Listening passages 4. Students create food webs 		<ul style="list-style-type: none"> ※ Animal and food pictures from obentoo ※ From obentoo ※ Kumon animal cards ※ Descriptions from hiragana zoo website
<p>Habitat Students label various habitats and add animals to appropriate habitats.</p>	<ul style="list-style-type: none"> ※ __は __に 住んで います。 ※ __の 動物 です。 ※ Habitats: せいそくち、ラインフォレスト、じゃんぐる、そうげん、森、林、海、かわ、さばく ※ ~すぎます: 食べすぎます、こ 	<ol style="list-style-type: none"> 1. Match the animal to its habitat 2. Reading passages from various websites and kumon animal flashcards. 3. Listening passages 		<ul style="list-style-type: none"> ※ Flashcards of various habitats ※ BLMs of endangered animals ※ BLMs of various habitats

<p>Reasons for endangerment Students investigate the reasons why various animals are endangered.</p> <p>Case Studies Students read and complete retrieval charts about selected endangered animals.</p>	<p>わしすぎます、つかまえすぎます</p> <p>※ ~が ありません: えさがありません</p> <p>※ だから~です。~から です。</p> <p>※ Summary of the above</p>	<ol style="list-style-type: none"> 1. Websites (English and Japanese) about endangered animals. 2. Reading passages about endangered animals. 3. Match the animal to the cause. <ol style="list-style-type: none"> 1. Toki Powerpoint 2. Fill in the blank activities 3. Retrieval tables 4. Teacher made mini books 		<p>※ Websites as mentioned above</p> <p>※ Teacher modified reading passages from QCSC CD Rom</p> <p>※ Teacher made worksheet: Match the animal to the cause.</p> <p>※ Chizuko's Toki powerpoint</p> <p>※ Teacher made close passages</p> <p>※ Retrieval tables</p> <p>※ Mini books made by Anna</p>
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Synthesising Tasks	Language Features	Focus on Form	Literacy Strategies	Resources
<p>Writing Students create a brochure about an endangered animal of choice giving details about its appearance, endangered status, reasons for endangerment and diet.</p> <p>Reading Students read a newspaper article about endangered animals in Australia.</p> <p>Listening Students listen to a television report about Japanese animals.</p> <p>Speaking Students present a book launch about their endangered animal.</p>	<p>Culminating activities so students should be using all patterns as mentioned above to complete tasks</p>	<p>Culminating activities so teacher should be remind all patterns as mentioned above to complete tasks</p>		<ul style="list-style-type: none"> ※ Brochure Criteria Sheet ※ Brochure Template ※ Clipart ※ Computers ※ Teacher created test paper about endangered animals. ※ Pre-recorded report about Japanese animals. ※ Student's notes about their endangered animal.

