| ntroduction to Conservation (10 minutes) |
|---|
| Read the following text and answer the questions: |
| Conservation is the practice of protecting and preserving the natural world, including plants, animals, and ecosystems. It involves taking action to reduce the impact of human activities on the environment, such as reducing waste, using renewable energy, and protecting habitats. |
| 1. What is conservation? |
| |
| |
| 2. Why is conservation important? |
| |
| |
| |
| 3. What are some ways to reduce the impact of human activities on the environment? |
| |
| |
| |

Understanding Graphic Organizers (15 minutes)

Complete the following graphic organizer:

| Concept | Description | Example |
|-------------------------|-------------|---------|
| Conservation Page of 10 | | |
| Sustainability | | |
| Environmental Impact | | |

| Designing a Conservation Plan (25 minutes) |
|--|
| Work in groups to design a conservation plan using the following steps: |
| 1. Identify a conservation issue |
| |
| 2. Research the issue |
| 3. Brainstorm solutions |
| |
| 4. Evaluate the solutions |
| 5. Create a plan of action |
| Presenting Solutions (20 minutes) |
| Create a clear and concise presentation using visual aids to support your conservation plan: Page of 10 |
| Group Task: Prepare a 5-minute presentation to share with the class. [Space for presentation notes] |
| |

| wixed Ability Differentiation (15 minutes) | |
|---|----------|
| Complete the following tasks based on your ability level: | |
| Foundation: | |
| Complete the following worksheet: | |
| Conservation Issue | Solution |
| | |
| | |
| Core: | |
| Work in pairs to create a graphic organizer: | |
| [Space for graphic organizer] | |
| Extension: | |
| Research and present on a specific environmental issue: | |
| [Space for research notes] | |
| Page of 10 | |

Complete the following tasks to support ELLs:

Visual Aids:

Use visual aids to support students' understanding and writing:

[Space for visual aids]

Sentence Stems:

Use sentence stems to support students' writing:

| Sentence Stem | Completion |
|----------------------------|------------|
| One way to reduce waste is | |

| Assessment and Evaluation (15 minutes) |
|---|
| Complete the following tasks to assess and evaluate student learning: |
| Formative Assessment: |
| Regular checks on student progress and understanding: |
| [Space for formative assessment notes] |
| Summative Assessment: |
| Evaluation of student learning at the end of the lesson: |
| [Space for summative assessment notes] |

| Conclusion (10 minutes) | | | | |
|--|--|--|--|--|
| Reflect on what you have learned about conservation and sustainability: | | | | |
| Individual Reflection: 1. What did you learn about conservation and sustainability? | | | | |
| | | | | |
| 2. How can you apply what you learned to your daily life? | | | | |
| 3. What questions do you still have about conservation and sustainability? | | | | |
| | | | | |
| | | | | |

| An | pendix (| (10 minutes) |
|----|----------|--------------|
| | | |

Complete the following worksheets:

Worksheet 1: Conservation Issue Research

Research a conservation issue and answer the following questions:

| Question | Answer |
|---|--------|
| What is the conservation issue? | |
| What are the causes and effects of the issue? | |

Worksheet 2: Graphic Organizer

Use the graphic organizer to brainstorm and organize your ideas for a conservation plan:

[Space for graphic organizer]