

UNIDAD 2

ENGLISH: DICTIONARY ABOUT EROSION

LESSON DESCRIPTION

This lesson will allow students to learn about erosion in relation to climate change. During this lesson, students will be able to apply their reading comprehension and written communication skills to develop a pictorial dictionary.

**APPLICATION OF THE LESSON PLAN**

The lesson plan corresponds to Unit 2.2 of English. The plan should be used after the discussion of the dictionary use, geographical features types, human impact on soils and alphabetical ordering.

STANDARDS AND INDICATORS

- Reading: The student describe ideas, (ex. erosion), and text elements (ex. central idea, character features) utilizing more details based on the understanding of a variety of texts of diverse levels and read orally, while also observing audiovisual resources with light support (2.R.1)
- Writing: The student participate in research and shared written projects. (2.W.6)
- Language: The student consult reference materials, including dictionaries, when it is necessary to verify and correct grammar, utilizing the ability to order alphabetically using the first two letters of the terms worked on. (2.LA.2g)

LEARNING OBJECTIVES

- Know concepts related to erosion and climate change.
- Alphabetically order diverse concepts.
- Establish relationships between definitions and concept images with the creation of a pictorial dictionary.
- Talk and listen to other fellow classmates using collaborative work.

TIMING

- Two class sections

Day 1: Start (10 minutes)	Day 1: Development (40 minutes)	Day 1: Closing (10 minutes)
Day 2: Start (5 minutes)	Day 2: Development (50 minutes)	Day 2: Closing (5 minutes)

MATERIALS

- Construction paper
- English dictionaries (english-spanish if needed)
- Glue
- Scissors
- Crayons or markers
- Magazines, picture books, images (related to human activities and/or municipal erosion)
- Blackboard
- Chalk or board markers
- Bag with images of the concepts touched (one per subgroup)

VOCABULARY

- **Deforestation:** Permanent loss caused mostly by logging trees.
- **Erosion:** wear caused on the Earth's surface by external agents, like water or wind.
- **Flooding:** Events that could occur by cause of drainage problems and infrastructure, long periods of rain, river flooding, dams breaking or by coastal surges.
- **Mangroves:** A group of tree and shrub species that possesses certain adaptations that allow them to grow won soil covered either permanently or temporarily, by sea water.
- **Reforestation:** Re-establishing forests by planting trees.
- **Soil:** the crust or envelope of the planet and the home of many organism vital to the energy and nutrient cycle of Earth.
- **Reforestation:** Re-establishing forests by planting trees.

CLASS GUIDE**DAY 1: START**

- Time: 10 minutes
- The teacher will review the concepts learned about geographical features.
- The teacher will do a brainstorm to explore the knowledge of the students about erosion.
- The teacher will establish the relation between the topics discussed in previous lessons and the topic of erosion.

DAY 1: DEVELOPMENT**Instructional Activities**

Creation of a pictorial dictionary: 40 minutes

- The teacher will divide the students into groups composed of five individuals.
- Each group should have seven construction paper sheets, a dictionary, glue, scissors, crayons and/or markers.
- Dictionary content: One page as a cover, 5 words with their respective definitions, an image that represents the concept and a back cover.
- The teacher will draw on the board a model of the sheet, which will correspond to the concept with the image used to represent it, the definition and three sentences related

to the concept/imagery used (see Annex 2). The teacher will also explain to the students how to realize and properly model using a different concept from those used on this unit.

- Following this explanation, the concepts will be distributed. For that, students will have a bag with the concepts written on a piece of a paper. One student representing each group will randomly pick a concept from the bag. The concepts will be soil, reforestation, deforestation, erosion and mangroves.

DAY 1: CLOSING

- Time: 10 minutes
- The teacher will summarize what was learned in the lesson.
- The teacher will explain to be realized on the next class (continuation of the pictorial dictionary and an oral presentation of the collaborative work).

DAY 2: START

- Time: 5 minutes
- The teacher will explain the instructions of the activities to be realized in class (continuation of the creation of the pictographic dictionary and the oral presentations of the collaborative work).
- For the explanation of the creation of the pictographic dictionary the teacher will have drawn on the board a model of the elements to be included in each sheet of the dictionary.

DAY 2: DEVELOPMENT

Instructional activities

Creation of the pictography dictionary: 30 min

- Each group will carry out the collaborative work of the creation of the pictographic dictionary. Each student will work his definition sheet and concept illustration. In this process, the students will help each others.
- The teacher will have available on the table magazines, books with pictures and illustrations of the municipality that relate to the definition of the concepts (see Attachment 3).
- When all the members of the group finishes their sheets, the group must place the concepts in alphabetical order (therefore, the sheets with the concepts must be ordered). At the end, they will organize the cover and the back cover.
- When each group finalizes, they will be going to the teacher for the evaluation of the alphabetic order, the organization of the cover and the back cover. Then, it will staple the pictographic dictionary sheets.

Oral presentation: 20 minutes

- Each group will make an oral presentation of the created pictographic dictionary.

DAY 2: CLOSING

- Time: 5 minutes
- The teacher will offer a summary of what was learned in the lesson.
- The teacher will answer questions presented by the students.

Attachment

Attachment 1. Educational resource for the teacher

[eschooltoday.com/forests/problems-of-deforestation.html](https://www.eschooltoday.com/forests/problems-of-deforestation.html)

eSchoolToday
CLICK HERE TO SEE MORE LESSONS

...your cool basics on
forest preservation

Effects of deforestation

Looking at the importance of forests and trees in the previous pages, you can deduce the massive effects of deforestation and tree-cutting activities. Let us see a few below:

● **Soil erosion destruction**

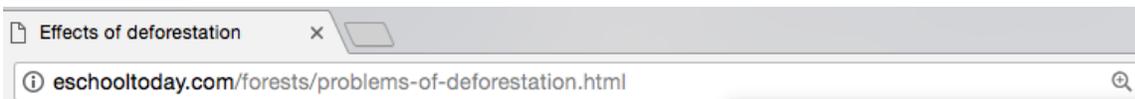
Soils (and the nutrients in them) are exposed to the sun's heat. Soil moisture is dried up, nutrients evaporate and bacteria that help break down organic matter are affected. Eventually, rain washes down the soil surfaces and erosion takes place. Soils never get their full potential back.

● **Water Cycle**

When forests are destroyed, the atmosphere, water bodies and the water table are all affected. Trees absorb and retain water in their roots. A large part of the water that circulates in the ecosystem of rainforests remains inside the plants. Some of this moisture is transpired into the atmosphere. When this process is broken, the atmosphere and water bodies begin to dry out. The watershed potential is compromised and less water will run through the rivers. Smaller lakes and streams that take water from these larger water bodies dry up.

● **Loss of Biodiversity**

Many wonderful species of plants and animals have been lost, and many others remain endangered. More than 80% of the world's species remain in the Tropical Rainforest. It is estimated that about 50 to 100 species of animals are being lost each day as a result of destruction of their habitats, and that is a tragedy.



Many beautiful creatures, both plants and animals have vanished from the face of the earth.

- **Climate Change**

Plants absorb Carbon Dioxide CO₂ (a greenhouse gas) from the atmosphere and uses it to produce food (carbohydrates, fats, and proteins that make up trees). In return, it gives off Oxygen. Destroying the forests mean CO₂ will remain in the atmosphere and in addition, destroyed vegetation will give off more CO₂ stored in them as they decompose. This will alter the climate of that region. Cool climates may get a lot hotter and hot places may get a lot cooler. [See full lesson on Climate Change here](#)

Fuente: <http://eschooltoday.com/forests/problems-of-deforestation.html>

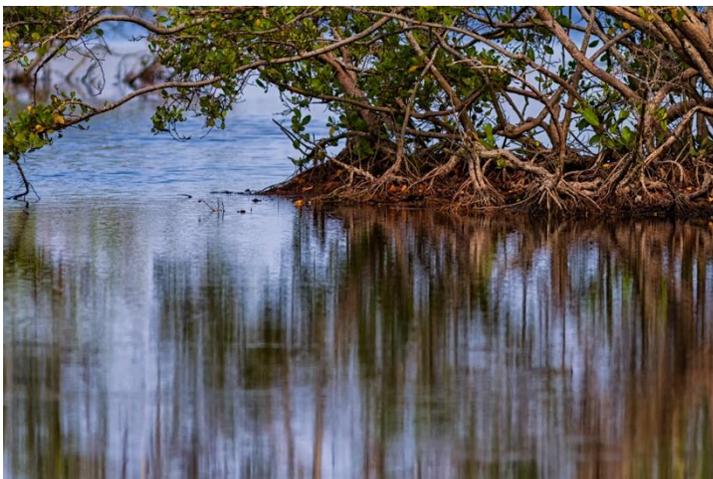
Additional sources of information:

- Global warming and erosion:
http://encyclopedia.kids.net.au/page/im/Impact_of_global_climate_changes_on_agriculture
- Soil conservation and adaptation to climate change:
http://www.inecc.gob.mx/descargas/eventos/2014_sim_dia_suelo.pdf

Attachment 2. Example of a sheet for the pictorial dictionary

CONCEPT
IMAGE
DEFINITION THREE SENTENCES

Attachment 3. Images





REFERENCES

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