

TITLE: California State & National Parks

ESTIMATED TIME:2.5 hrs.

LESSON OBJECTIVES:

- Students will be able to name at least three national and state parks in California
- Students will scan and interpret short reading passages of a specific national park to share in a group presentation.
- Students will use modals (might, can, should) with real conditional sentences to make recommendations.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> • canyon • desert • wildlife • coastline • park ranger • predator • spot • nature preserve 	<ul style="list-style-type: none"> • Best National and State Parks in California PowerPoint Warm Up • Yosemite National Park PowerPoint • Conditional Sentences with Modals PowerPoint • Community National Parks Rubric PowerPoint • Handout #1 - Rubric (2 for each student) • Handout #2 - Grammar Practice (1 for each student) • Handout #2 - Grammar Practice Answer Key • Handout #3 - Focused Listening practice (1 for each student) • Handout #3 - Focused Listening Answer Key • Flashcards (6)



WARM UP (5 minutes):

Welcome students to class and show them pictures of different outdoor activities and ask them the following questions: (If possible, project these on the board with the Best National and State Parks in California PowerPoint Warm Up PowerPoint presentation - Slides 2-6)

- *What outdoor activities do you like to do?*
- *Do you enjoy hiking, fishing and swimming?*
- *Do you like to camp?*
- *Do you like kayaking?*
- *Do you like to watch wildlife? (See if students know what wildlife is. Explain that it refers to is animals and plants.)*
- *What activities do you enjoy doing while outdoors?*

Ask students to brainstorm ideas of activities they like to do and places where they prefer to do them. Write some of the ideas on the board, especially if they are ones done in their respective countries.



INTRODUCTION (15 minutes):

Project the following questions on the board or use the Power Point to present the questions (Slide 7).

- *Do these places look familiar to you?*
- *Have you been to any of these national parks?*
- *What national or state parks do you know?*
- *What nature spots do you prefer to visit? (e.g., the desert, canyon, coastline, mountains, forest.)*
- *If you decide to go to one of these national parks, what would you do there? (hiking, fishing, camping, watching the wildlife, enjoying nature)*

Ask the students to watch the video *12 Best [National Parks in California](https://youtu.be/mQ1dEXAMTlo)* (<https://youtu.be/mQ1dEXAMTlo>) (1:41) while they are thinking about the questions above.

After the students watch the short video discuss the questions as a class to answer any other questions that may come up and look at Slides 8-13 to review the names of the parks discussed.



PRESENTATION (25 minutes):

Tell the students that California has many beautiful state parks and nature preserves. (Explain to the students that nature preserve is an area of land managed to conserve wildlife or plant habitat)

Each park offers many options for visitors. Park rangers manage and care for the park or nature preserve. Today you will teach them about one of the best national parks in California. Tell the students that you will ask for feedback on your presentation. Provide the students with the copy of the Rubric (Handout #1) for them to follow. Go over the Rubric using the Community National Parks Rubric PowerPoint and ask the class if they understand all the words and how to use it before you start.

Tell them that you will be using real conditional sentences with modals in your presentation and begin your grammar lesson stating that **if clauses** express the condition and the **main clauses** show the result or outcome.

Examples:

- If you visit Yosemite National Park, you might see bears roaming around.
- If you enjoy watching wildlife, you should visit Yosemite National park.
- If go hiking in Yosemite National Park, you can see beautiful canyons, mountains, forests and valleys.

There are different types of conditions. Some are possible or likely and others are unlikely.

Explain the main rule of real conditional sentences. Tell the students that main clauses with real



PRESENTATION (25 minutes):

conditional tenses can have modal verbs. Modals express recommendation (should), possibility (might/may) and ability (can/could) (see Power Point Presentation).

Conditional clause:

If +Simple Present, main clause modal verb with future meaning (can/could or should or may/ might). Make sure to use a comma after an 'if-clause' but not before

Examples:

- If you go camping in the desert, you can see a beautiful sunset.
- If you travel along the coastline, you might see sea lions laying on the beach.
- If you decide to go camping in Yosemite, you should reserve a space ahead of time. Or
- You should reserve a space ahead of time if you decide to go camping in Yosemite.
- Tell the students that they can put a result clause in the beginning or at the end. There isn't a comma if the sentence starts with the main clause. *You may have to explain this a little more as students practice moving the clauses around.
- See grammar link for additional information (<https://dictionary.cambridge.org/us/grammar/british-grammar/conditionals-and-wishes/conditionals-if>). For extra practice, see Handout #2. Ask students to pay close attention to their commas when doing this exercise. (See answer key.)

Before you begin your presentation, remind the students to keep in mind and use the Rubric you handed out earlier (Handout #1) as they listen to your presentation (see Yosemite National Park PowerPoint).

Tell the class that in addition to evaluating you with the Rubric, they will also need to pay close attention to your presentation by completing a focused listening exercise. Provide students with the handout to fill in the blank information to help them remember what you present (See Handout #3). Go over this handout with your students. Once everyone is ready, bring your presentation.

Key points in the Power Point to use for the presenter about Yosemite National Park:

- The park is located 200 miles east of San Francisco.
- It is a 315 mile journey north from Los Angeles.
- This nature preserve has been protected since October 1st, 1890.



PRESENTATION (25 minutes):

- It is famous for its giant, ancient Sequoia trees, for Tunnel View, Bridal Veil Falls, and the granite cliffs of El Capitan and Half Dome.
- Half Dome is at the eastern end of Yosemite Valley. It is a great challenge to many hikers.
- El Capitan is the largest granite rock in the world. It is a popular place for mountain climbing.
- Bridal Veil Falls is a beautiful waterfall 188 meters high, and it flows year round.
- Spring is the best time to visit Yosemite. The snow is thawing and fills the spring to its prettiest flow. The Dogwood trees bloom and plants sprout green leaves. It isn't as crowded as it is in the summer.
- If you take a summer trip, you should make a reservation to stay in Yosemite months in advance.
- Things to do at Yosemite National Park include biking, snowshoeing, golfing, backpacking, camping, cross-country skiing, hiking, rock climbing, rafting, horseback riding, fishing, swimming, and attending various food and wine events.
- In addition to Yosemite's natural beauty, it is also the home to about 90 mammal species.

Ask students the following questions after you finish your presentation.

Let's see what you remember from my presentation:

- *What kind of nature does the park have?*
- *What kind of wildlife does it have?*
- *What activities can you enjoy there?*
- *Which park would you like to visit and stay overnight? Why?*

Go over Handout #3 and solicit the answers from the students to check for comprehension.



GUIDED PRACTICE (20 minutes):

Ask students to look at the Rubric to evaluate your presentation. Give students 5 minutes to complete it. After the 5 minutes are up, discuss each item on the Rubric and ask the students if you presented or omitted it. Have students use Handout #3 as they evaluate.

Ask the students if the presentation had any conditionals with modals, key facts about Yosemite, best time to visit, proper greeting and closing. Students can discuss the presentation in groups at first and then share their evaluation with the class.



COMMUNICATIVE PRACTICE (10 minutes):

Put the students in groups of three, grouping them according to their birthdays by month. Ask the students to evaluate your presentation by discussing it in their groups following the Rubric step-by-step and scoring it. Ask the students if they recommend any improvements to the presentation. Ask each group to share their evaluations with the rest of the class.

Note: The information you provide intentionally has a few items omitted. Encourage students to identify the areas that you have omitted and model a growth mindset.



APPLICATION (40 minutes):

Tell the students that now that they have evaluated your presentation, it is their turn to show you how to do it better.

Ask the students if they remember the names of the national parks presented to them in the short video at the beginning of the lesson. Write down students' responses on the board and number them.

The National Parks reviewed were:

1. Death Valley National Park
2. Point Reyes National Seashore
3. Joshua Tree
4. Lassen Volcanic National Park
5. Sequoia and Kings Canyon National Park
6. Redwood National park

Write down numbers 1 through 6 on flashcards and fold them.

Regroup your class into 6 groups using one of the grouping techniques on page ___ of our Teacher's Guide. Once the groups are in place, walk around the room and have each group choose one of the flash cards randomly to get their assigned research focus.

Tell the students that each group will research the chosen park and create a presentation with following the Rubric that they used earlier to evaluate your presentation (See Handout #1). Go over the Rubric with the class again. Remind them to use conditional sentences with modals in their presentations.

Also, take this time to review collaborative work by asking group members to take responsibility for a specific part of the group activity (e.g., a scribe (secretary), a tech person, the order of the reporters, etc.).

Ask the students to use a PowerPoint/Google Slide presentation and give them quick tips on how to open it, create slides, and save them. If possible, provide them with a class set of iPads or use classroom computers. If you have access to a computer lab, take the class there.

Tell students they have about 40 minutes to put the presentation together.

After the groups start their work, walk around and check make sure everyone is on the right track. Tell the students that their presentation should be about 3-7 minutes long.

As the end of the group practice gets close, remind students of their presentation skills. Go over a script to help them as they come up. For example,

Have an introduction: "Good _____. Let me introduce our group. This is _____, this is _____, this is _____, and I am _____. We will be sharing some information about Death Valley National Park."

**APPLICATION (40 minutes):**

Remind students to make eye contact as they present and practice their presentations before presenting them.

Remind them to close with a “Thank you for your attention. Do you have any questions?” and to be ready for any questions that may come up.

**EVALUATION:**

Each group will present their National park to be evaluated with the Rubric. As each group presents, you should evaluate each presentation and give feedback upon completion. After the students are done with their presentations, have a final discussion with them (as an informal assessment) about what they have learned. Ask them if they decide to go somewhere, which park they would go to? Why? Are there any national parks around here or close enough just for a day trip that they would like to visit?

**EXTENSION:**

Students will read the online reviews on TripAdvisor or visitcalifornia.com and decide which National park they would like to visit then write a reflective paragraph stating the reasons why they want to visit it. Students will go on parkreserveamerica.com to reserve their future visit to the park of their choice.

CORE LESSON COMPONENTS:
BASIC COMMUNICATION: <ul style="list-style-type: none"> • Students will discuss a teacher created PowerPoint and evaluate it using a Rubric. • Students will work in groups to research and discuss their ideas for their presentation and information found online.
COLLEGE/WORKFORCE PREP: <ul style="list-style-type: none"> • Students will apply critical thinking, creative thinking and problem solving skills to create a presentation about one of the national parks in California. • Use time management skills to prepare for a classroom presentation.
DIGITAL PREP: <ul style="list-style-type: none"> • Students will use technology to work collaboratively on a class presentation using iPads/classroom computers/a computer lab to research information about one of the national parks in California and present it to the class using a PowerPoint/Google Slide presentation.
21ST CENTURY SKILLS <ul style="list-style-type: none"> • Critical Thinking Skills • Collaboration & Leadership • Agility & adaptability • Initiative & entrepreneurship • Oral communication • Written Communication • Access & analyze information • Have & use curiosity & imagination • Play, passion & purpose beyond the classroom
ONLINE RESOURCES: <ul style="list-style-type: none"> • 12 Best National Parks in California (https://youtu.be/mQ1dEXAMTlo) • Grammar link https://dictionary.cambridge.org/us/grammar/british-grammar/conditionals-and-wishes/conditionals-if • Tripadvisor.com • Pictures from google.com • Parks in Orange County ocgov.com • General overview and reviews of the State Park in California visitcalifornia.com • Reserving a camping space at the parkreserveamerica.com • Overview of the top ten National State Parks in California theguardian.com • Inquiring about fishing and hunting license ca.wildlifelicense.com
ADAPTATIONS:
<p>Multi-level: Lower level students can help finding pictures online and given only small pieces of information to present. Higher level students can play a role of a moderator in a group.</p> <p>High Tech: Students will use the internet to research the park that they choose and create a PowerPoint/Google Slide presentation using iPads/class computers/computer lab.</p>

ADAPTATIONS:

Low Tech: Provide the students with the print out copy of overviews of the six national park overviews from The Guardian online magazine instead of looking it up online (theguardian.com). (If possible, have students use their smart phones.)

- Ask them to scan and to skim information about each of the parks.
- Put a few questions on the board to help them focus on the most important information as they scan and skim an authentic article (Overview of the top ten national and state parks in California theguardian.com).
- Students will then create a poster about one of the parks following the rubric (Handout #1).

TEACHER TIPS:

As students work in groups on their presentations, tell them that their presentation doesn't have to be super fancy. Walk around and give help to students who are not sure about some of the features of the PowerPoint/Google Slides program. A win is having the students refer to the Rubric as they work on their presentations.