**UNT Lesson Plan Template**

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| **Pre-service Teacher:**  | **Grade(s): 2nd Grade (modified for elementary special ed)** | **School/Mentor Teacher (if applicable):** |
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| **Subject area(s):**Language Arts/Reading STEM (Science) | **Unit Topic/Theme:** Being unique  | **Lesson Title:** Diversity and being unique with *Three Hens and a Peacock* |
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| **Relevant TEKS:****Language Arts/Reading**2.9B: Describe main characters in works of fiction, including their traits, motivations, and feelings.2.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.**STEM (Science)**2.2A: Ask questions about organisms, objects, and events during observations and investigations2.2E: Communicate observations and justify explanations using student-generated data from simple descriptive investigations. | **Relevant ELPS:**ELPS.c.1D: speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)ELPS.d.1B.iii: have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech. | **Relevant TX CCRS:**E/LAS.II.B.1: Identify new words and concepts acquired through study of their relationships to other words and conceptsE/LAS.III.B.2: Participate activelyand effectively in group discussionsE/LAS.V.A.2: Explore a research topicSCIENCE.I.D.1: Demonstrate literacy in computer use. |
| **Lesson Objective(s)**What does being unique mean? Can students actively and appropriately participate in group discussions and questions? Can students complete activities with minimal prompting/ teacher assistance? If no can the student identify what they’re struggling with and ask for help? **Performance Outcomes**Students will be able to identify, understand and accept differences and similarities in others. Students will be able to make predictions about the STEM experiment and then compare their predictions to the results. Students will be able to work (mostly) independently on the writing portion of the activity.  |
| **Assessment (Description/Criteria)****Formative:** Ask students questions before, during and after the story. Focus on background knowledge, emotions, and recognizing differences between characters. Teacher will engage all students in questions and make note of who is struggling with the questions. **Summative:** Collect students’ predictions/results page from the STEM rainbow eggs experiment to see which students are struggling/making progress with writing, letters, spelling, prompting, etc. Also collect their puzzle pieces when completed to see the same.  |
| **Materials and Resources****Book** **-***Three Hens and a Peacock by Lester Laminack* **Activities** **-**Rainbow eggs <https://www.pinterest.com/offsite/?token=608-26&url=http%3A%2F%2Fwww.schoolingamonkey.com%2Frainbow-naked-eggs-experiment%2F&pin=235313149260717977>- “I am unique” puzzle piece **Technology**-Ipad/computers for research  |
| **Management of the Instructional Environment****-**Students will be actively engaged and participating in the STEM activity and set up at the back table -Read the story and answer discussion questions while sitting in a circle, in desks, or on beanbags (can be as structured or as relaxed as your classroom allows and whatever makes the students most comfortable and attentive) -Students go back to their desks to begin their writing assignment (students that need more help go to the back table for more one on one teacher support) |
| **Technology Integration****-**Before reviewing the final product of the STEM egg experiment, have students (in small groups, or individually with teacher support) research different kinds of bird eggs on the ipad and how they differ in size, color, etc. Share their findings with the class. -Post pictures of students’ final work to the Seesaw class blog for parents to view and discuss at home |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)****-**Encourage students to ask questions (EL or SPED) if they are unfamiliar with a word before moving on. -Students working on writing skills will have sentence prompts printed for them to go over in marker. -Students with assistive technology or processing disorders will have enough time to answer questions thoroughly.  |
| **Activities/Procedures** **STEM ACTIVITY SET UP** **-**guide students through setting up the rainbow egg experiment (they must sit in solutions for 48-72 hours, so do this step in advance to the rest of the lesson) **-**students will write down their predictions on how the final rainbow eggs will turn out (How will they feel? How will they look/what colors will they be? Make comparisons to eggs in different solutions such as vinegar vs water, vinegar vs soda and vinegar vs coffee)**STEM ACTIVITY FINAL PRODUCT****-**students will (in small groups, or individually with teacher support) research different kinds of bird eggs on the ipad and how they differ in size, color, etc. Students share their findings with the class and teacher puts emphasis on what makes each egg unique and special and why they are important. -take rainbow eggs out of solutions (after 48-72 hours) and have students observe the final product (touching, smelling, and seeing focused on sensory input) -Students will revisit their predictions and write if they were correct or not (on same piece of paper)-Teacher will collect this paper to use for summative assessment -Teacher emphasizes that although the eggs are different colors now, they all started off the same and all ended up with yellow yolks. Make diversity link, that we are all different and unique (eye color, curly hair, skin color, etc), but on the inside we’re all people and we’re all important. **READING****-**read *Three Hens and a Peacock by Lester Laminack***Discussion:****Before** **-**Transition into discussion about where these rainbow eggs came from (chickens on a farm) and ask the students to share what they know about farms like the animals that live there, what they do, cities vs rural places, crops, etc. **During****-**Ask students to identify emotions of the hens and of the peacock-Direct questions about the meaning of higher level words and higher level adjectives **After****-**What do you think is in the box on the last page?-Did the author really finish the book? Discuss cliffhangers -Why couldn’t the peacock lay an egg?-How does the peacock look different from the hens? How are they the same?-What was the peacock’s unique talent on the Tucker’s farm? -What was the hen’s unique talent?**WRITING****-**Discuss the meaning of unique and how everyone has unique talents, interests and physical characteristics-On a puzzle piece cut out, have students write on the back “I am unique because…” and finish the sentence with a physical characteristic, interest or talent. On the front, have them draw a picture of their sentence. **-**Teacher will assemble all the puzzle pieces into a gallery wall/bulletin board “we’re all different but as a team we fit together”.  |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**This book can be taken in so many different directions and adapted for a variety of grade levels, I took it in the more creative direction with a science experiment to emphasize diversity and a puzzle piece art project to display in the hall or in the classroom. Children are more likely to remember the point of a lesson if they are actively engaged and doing hands on activities such as art and science where they are allowed to be completely creative and tap into that part of their brain. This is such an awesome way to go over diversity and being unique in a visual way while also integrating appropriate skills to discuss and answer questions.  |