**UNT Lesson Plan Template**

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| **Pre-service Teacher:** | **Grade(s):**  2nd | **School/Mentor Teacher (if applicable):**  Dr. Lauren Eutsler |
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| **Subject area(s):**  Science  Language Arts | **Unit Topic/Theme:**  Ocean creatures | **Lesson Title:**  The Most Amazing Thing… |
| **Relevant TEKS:**  112.12 b (9)(c) Gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.  112.13 b (10)(a) Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water.  110.12 b (24)(c) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams). | **Relevant ELPS:**  74.4 c (4)(d)  Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text. | **Relevant TX CCRS:**  ELA 3 (b)(2) Participate actively and effectively in group discussions. |
| **Lesson Objective(s)/Performance Outcomes**  Objectives:   1. What are the special traits about humans that would make us “the most amazing creature” on land? 2. How does a KWL chart help you understand what you read?   Performance Outcomes:   1. Students will be able to create a KWL graphic organizer. 2. Students will be able to construct a simple food chain. 3. Students will be able to distinguish characteristics of animals that help them survive. | | |
| **Assessment (Description/Criteria)**  **Formative technique(s):** Having students fill out the “know” section on the KWL chart is a quick assessment on what they already know about sea creatures. This can help you decide what questions you need to focus on to clarify information in the text. “What does it mean when it says that this animal uses toxins to help catch its prey?” “It’s kind of like poison so that they animal can’t get away.” Also seeing what they write in the learned column lets you know if they really comprehended the text and discussion.  The outcome of my student’s writing sample since they are expected to include all pieces from the checklist. Before grading they would be given time to revise their work and make a final copy (most likely the next class day) | | |
| **Materials and Resources**  The Most Amazing Creature in the Sea by Brenda Z. Guiberqson  Large chart paper or white board and markers  Pencils and writing paper for each student  Computers or ipads compatible with the website/game “Food Chain” <http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm>  Sticky notes  Writing checklist  Example of short writing checklist: | | |
| **Management of the Instructional Environment**  My students start at their desks, which would be arranged in small groups of 3-4. When we go to the carpet for whole group instruction, students sit on the floor or in small bean bags provided in the area. (Students would already be trained in how to use these properly). When doing the writing activity, students will be back at their seats, and the students who are working on the computers will be seated in the computer center where there are a few computers lined up into a semi-circle.  When getting up to put sticky notes on the KWL chart, students will be called by small group so that not everyone is up at once. When passing out sticky notes and writing materials, one student will be called on to help. | | |
| **Technology Integration**  Computers, or IPads with with ability to play the “Food Chain” game. This requires flash.  Computers could also be used to type up a final version of the “creature” paragraphs that the students create if extending the lesson over multiple days. | | |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)**  **ELLS:** To help ensure that they can understand the concepts, I will show lots of pictures and take time to slowly decode vocabulary that is new. By using the KWL chart with images (a lightbulb for know, ? for want to learn, and ! for learned) hopefully the students will able to include questions that they have about the material, and discussing their classmate’s questions and knowledge will help build their background knowledge before the individual assignments. Students are also working on the same assignments as the other students in their small group, so there are peers that they can ask for help if needed.  **Gifted:** By filling out the KWL chart, gifted students’ knowledge can be scaffolded since I can read what they know and want to learn, and address it in the lesson (during the read aloud or in their individual work) so that they are going more in depth. They will also be able to use the hyperlinks in the game to learn more about food chains.  **IEP/504/Behavior Plan:** Depending on the disability, I would allow more time to finish the writing assignment, or alter the requirements (requiring only 1 special trait etc.). If the student has trouble remaining still during the read aloud, I would have them sit in the front row and direct a lot of questions towards them so that they stay engaged and focused. If the problem behavior is worsened by being in close proximity to other students, I would ensure that there is generous group space available where all students can see and hear the story. If students need/want to, they can bring individual chairs over to sit in as long as they are not blocking others. | | |
| **Activities/Procedures**  **Before:**  Students are sitting at their desks while the teacher draws out a large KWL chart on the board (or large paper).  Ask students to fill out a sticky note with something they know about ocean creatures and put it in the K section of the chart.  Read the notes aloud and discuss what the students still want to learn. Then have them fill out another sticky note with a question or thought that they want to learn more about, and put them in the W column.  Have students make their way to the large group carpet area and to prepare for a read aloud. (15 min)  **During:**  Read aloud the book “The Most Amazing Creature in the Sea” and make connections about the “amazing traits” that the animals talk about, and the traits they have that are for survival. Are all “amazing” traits for survival?  During the reading, ask students what each animal eats, and make predictions about what eats them (make inferences if not explicitly stated in the book). (25 min)  After reading have students fill out a sticky note with something that they learned from the discussion and reading. Have students return to their desks and read the new notes. (15 min)  Split the class into 2 large groups (or split into groups no larger than the number of computers/ipads available). One group will be on the computer working through “Food Chain” game and the other group will be working on their short story “The Most Amazing Creature”. Students are expected to write a short rough draft about an animal of their own creation in the same format that the book was written. It will be written from the creature’s perspective and will answer all questions on the writing checklist provided; this includes making a short 3 animal food chain. Have a short example available to the students, as well as the book for them to reference as needed.  After about 20-25 minutes, students will switch centers and complete the other assignment.  **After:**  Students will go back to their seats with their writing. Ask students to share their creature and their characteristics, and to explain what they learned in the computer game. “I learned that food chains are the order that something eats something else”, “My creature is like a tarantula and eats mice and is fuzzy. It has long legs that help it catch its food” etc. (10 min)  If wanting to expand the activity and create a more formal writing piece, students may be given extra time to revise and write a final copy about their creature, and to illustrate their writing. These could all be combined to make a classroom version of the story read aloud in class. | | |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**   When I was in school, I always enjoyed writing activities that let me create something unique. I think that letting the students create their own creature, and come up with their special traits lets them be creative, but it also ties in perfectly with real creatures and food chains. During discussion, you can point out what is similar to other animals, and help them expand their food chains to build onto what they created. You are hitting science and reading TEKS, and giving the students a fun read aloud to help them understand a story that is probably above most of their individual reading levels. You could also carry this story and writing activity over and talk about the author’s style and purpose since this story is so unique. It would prove effective if students can create food chains for new animals on their own, and they can check their work and ensure that they are hitting everything on the checklist. | | |