

ED 345 Calvin College Lesson Planning Form

Teacher:

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Date:

Wed. Sept 23

Subject/ Topic/ Theme: Bird Anatomy

I. Objectives
<p>What is the main focus of this lesson? This lesson will focus on teaching students the basic anatomy of birds. Students will answer the question: what makes a bird a bird?</p>
<p>How does this lesson tie in to a unit plan? (If applicable.) This lesson is the introductory lesson to the unit "New Mexico Birds." This lesson will provide students foundational knowledge about birds, including what a bird is and the parts of a bird.</p>
<p>What are your objectives for this lesson? (As many as needed.) Indicate connections to applicable national or state standards. If an objective applies to only certain students write the name(s) of the student(s) to whom it applies.</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> -identify the clues that led to the conclusion of the story <i>What Makes a Bird a Bird?</i> by May Garelick -describe the basic anatomy of a bird including its feathers, beak, wings, tail, warm blooded nature, hollow bones, beak, talons, gizzard, egg laying nature, and eyes. <p>CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

II. Before you start		
Prerequisite knowledge and skills.	Basic concept of what a bird is Ability to listen during a read aloud activity	
Assessment (formative and summative)	<p><u>Formative:</u> Observation and questioning of the students during the read aloud and "dress a bird" activity will help the teacher gauge student understanding.</p> <p><u>Summative:</u> At the end of the lesson, the students will be asked to write a their conclusions to the questions "What makes a bird a bird?" and "Describe the most important parts of a bird." This will help the teacher see student growth and understanding.</p>	
Universal Design for Learning Networks/Domains (see UDL Guidelines)		
RECOGNITION	STRATEGIC	AFFECTIVE
Multiple Means of Representation	Multiple Means of Expression (Action)	Multiple Means of Engagement
<p><i>Options for Perception</i></p> <p>A microphone will be used during the lesson as an aid for students' with hearing difficulties.</p>	<p><i>Options for action/interaction</i></p>	<p><i>Options for recruiting interest</i></p>
<p><i>Options for Language/Symbols</i></p>	<p><i>Options for Expression</i></p>	<p><i>Options for Sustaining Effort & Persistence</i></p> <p>Students will be told the two main questions they will be investigating during the lesson.</p>

<i>Options for Comprehension</i>	<i>Options for Executive Function</i> After reading <i>What Makes a Bird a Bird</i> , the students will be modeled through how to fill out a graphic organizer that helps them understand the main idea or conclusion of the text.	<i>Options for Self Regulation</i>
Materials-what materials (books, handouts, etc) do you need for this lesson and do you have them?	<p>Picture of birds <i>What Makes a Bird a Bird</i> by May Garelick Drawing Conclusions Graphic Organizer Document Camera Bird Scientist Journal - one per student. Scientist Journal Day One - one per student Bird body template cardstock with feathers glued to it Cardstock wings with feathers glued onto it Warm Blooded- cardstock sign Hollow Bones - Brown paper tube or cardstock rolled and taped Beak - Paper formed Gizzard - Balloon or plastic bag with rocks in it Eggs - plastic eggs Nest - bowl or basket Eyes - googly eye. Dress a Bird Activity Guide</p>	
Do you need to set up your classroom in any special way for this lesson? If so, describe it.	The classroom will be set up in its normal fashion. During the introduction the students will sit at their table groups. The students will sit on the carpet during the read aloud activity as a whole group. The students will be rotating to the "dress a bird" station during small groups.	

III. The Plan		
Time	Parts	The description of (script for) the lesson, wherein you describe teacher activities and student activities
Whole Group:	Motivation (Opening/ Introduction/ Engagement)	<ul style="list-style-type: none"> -The teacher will tell the students that in the summer you work at a nature preserve, teaching kids about nature and animals. Explain to them that one of your favorite animals is the bird and give them a few reasons why (song, flight, colors, ability to build nests, etc.) -The teacher will explain to the students that birds are an important type of animal because they are all around them (at school, at home, in the mountains, and other places.) The teacher will tell the students about her hobby...taking pictures of birds she sees as she goes throughout daily life. -The teacher will show some of these bird pictures to the students. Explain to the students that these birds are from Michigan, and that she thinks it is important that the students and her learn about birds in the New Mexico area (to be able to call them by name and to be able to know what they need to survive.) -The teacher will explain that the class will be doing this through a "New Mexico Birds" unit. In this unit, the students will become scientists, making predictions and conclusions about birds in the New Mexico area. -The teacher will explain that the students will do this through their "Scientist Journal." The teacher will pass out a scientist journal to each student. The teacher will tell the students to look through the journal quietly on their own to see some of the conclusions they will be trying to make in this bird unit. The teacher will then have the students turn and talk to the person next to them, telling them what they are most excited to learn about birds. -The teacher will tell the students that each day they will have a few questions they will be investigating, or trying to figure out together. -The teacher will tell the students that at the end of the lesson they will write a final conclusion, or what they learned to be true about the lesson's investigation questions. - The teacher will have the students turn to "day one" in their journal and will read the investigation questions out loud.

<p>Whole Group: 35 min</p>	<p>Development</p>	<ul style="list-style-type: none"> -The teacher will tell the students that before they begin investigating, it is important to think about what makes a bird, a bird. Why are some animals called birds and other not? Explain to the students that they will be reading a book that asks that very question. -The teacher will have the students move to the carpet area. -The teacher will introduce <i>What Makes a Bird a Bird</i> by May Garelick. The teacher will read the text straight through without stopping. When she gets to the page that says, "Birds have something else that no other living thing has. What is it?" She will have the student turn to the person next to them and tell them what they think birds have that make them unique. -Once the book is finished the teacher will ask a student to raise his/her hand and share with the class what it is that birds have that make them a bird. The student will answer: feathers. -The teacher will then have the students return to their seats. The teacher will give each student a "Drawing Conclusions Graphic Organizer." -The teacher will put the graphic organizer under the document camera and will talk the students through how to fill it out. -The teacher will emphasize that the question they are trying to answer is "What Makes a Bird a Bird?" -The teacher will start by asking the students what the conclusion was that the book gave. The students will answer: Birds have feathers. The teacher will then tell the students to write down this answer in "The conclusion I came to was..." box. -The teacher will then ask the students to think to themselves about what clues the story gave that told us feathers was the answer. The teacher will tell the students to talk with a partner about what they think these clues are. The teacher will give the students sentence starters for working together, suggesting the students say: "I think it was a clue when..." -The teacher will then take partner answers in front of the whole group. -The class will finish the "Drawing Conclusions Graphic Organizer" through a teacher guided thinking, with think-pair-share strategies used to fill out the missing spaces. <p>-The teacher will explain to the students that birds have more on them than just feathers; there are also several other features, or parts, that all birds have in common. The teacher will explain that during small group rotations today, one of the rotations will focus on learning the different body parts a bird has.</p> <p>Small Group:</p> <ul style="list-style-type: none"> -The teacher will take out the bird body template and will explain to the students that they will be "dressing" this bird, or giving it all of its necessary body parts, during this activity. -The teacher will reference the "Dress a Bird Activity Guide," reading off characteristics and their descriptions, followed by the item that will be used to represent that characteristic. The teacher will then guide the student in putting that item (or characteristic) onto the bird body. The teacher will continue until all of the characteristics are read and all of the representation items are put on the bird body template. -The teacher will have the students try to re-dress the bird, identifying the characteristic and why that characteristic is important. <p>-The teacher will review all of the items, being sure to use their actual name while also describing their importance to birds.</p>
<p>Small Group Rotation: 20min, four times</p>	<p>Closure</p>	<ul style="list-style-type: none"> -The teacher will ask the students to pull out their scientist journals. The teacher will tell the students to turn to the "Day One Conclusions" page. -The teacher will explain that after scientists investigate and learn more about a topic, they come up with conclusions, or what they found out to be true." -The teacher will read the day's conclusion questions out loud for the students, explaining that they must work on these questions individually and that they must answer in complete sentences. When they are done they will be told to write some questions they have about birds.
<p>Total: About 2 hours</p>	<p>Your reflection on the lesson including ideas for improvement for next time:</p>	