

# ED 345 Calvin College Lesson Planning Form

Teacher: Kelsey Stark

Date: Thurs, Oct 1st

Subject/ Topic/ Theme: Bird Research, Phase Two

<b>I. Objectives</b>	
<b>What is the main focus of this lesson?</b> During this lesson, students will be collaboratively researching a specific bird in New Mexico and gathering information to include on a webpage for their research.	
<b>How does this lesson tie in to a unit plan?</b> (If applicable.) After learning about bird anatomy, adaptations, habitats, and bird's connection to Navajo culture students will be asked to research specific information about a bird in the New Mexico area. This will help the students connect their research about birds in general to a bird specific to their region.	
<b>What are your objectives for this lesson?</b> (As many as needed.) <b>Indicate connections to applicable national or state standards.</b> If an objective applies to only certain students write the name(s) of the student(s) to whom it applies.  Students will be able to: -work together collaboratively to compile research on assigned bird - identify required information in books, videos, and websites. -construct informative writing for a webpage about their research  <u>CCSS.ELA-LITERACY.W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>CCSS.ELA-LITERACY.W.3.2.A</u> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic. <u>CCSS.ELA-LITERACY.W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. <u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	

<b>II. Before you start</b>		
<b>Prerequisite knowledge and skills.</b>	Ability to work collaboratively in a group setting Ability to summarize information Past experience finding information in text	
<b>Assessment (formative and summative)</b>	Formative: Questioning and observation will be used to help gauge student progress during the research phase.  Summative: The teacher will be using the group work rubric to assess how well students are staying on task and working together collaboratively. The teacher will also be using the writing rubric to assess the student's use of punctuation, capitalization, and spelling in their writing for the research webpages.	
<b>Universal Design for Learning Networks/Domains (see UDL Guidelines)</b>		
<b>RECOGNITION</b>	<b>STRATEGIC</b>	<b>AFFECTIVE</b>
<b>Multiple Means of Representation</b>	<b>Multiple Means of Expression (Action)</b>	<b>Multiple Means of Engagement</b>

<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 &amp; Persistence</i></p> <p><i>Students will be working in collaborative groups during this bird research. This will help maintain effort and interest.</i></p>
<p><i>Options for Comprehension</i></p>	<p><i>Options for Executive Function</i></p> <p>The students will be given a research checklist to help them organize the research they find, and to help them track how much more information they need.</p>	<p><i>Options for Self Regulation</i></p>

<p><b>Materials-what materials (books, handouts, etc) do you need for this lesson and do you have them?</b></p>	<p>List of jobs and group members - teacher  Book crates - one for each group  Computers/l pads - two for each group  Research checklist (Checklist of areas students need to research.)  Job name tags (Food Research Specialist, Nest specialist, Habitat specialist, Captain Book Keeper, Timekeeper, Reporter, Encourager, Technology Manager)</p> <p><u>Hummingbird research books:</u> <i>Hummingbirds</i> by Steven Otfinoski, <i>It's a Hummingbird's Life</i> by Irene Kelly, <i>The World of Hummingbirds</i> by Gareth Stevens Publishing, <i>The Hungry Hummingbird</i> by April Pulley Sayre, <i>Hummingbirds</i> by Katherine Grier, and <i>Hummingbirds</i> by Mark J. Rauzon.</p> <p><u>Hummingbird Online Links:</u>  <a href="http://video.nationalgeographic.com/video/hummingbirds">http://video.nationalgeographic.com/video/hummingbirds</a>  <a href="https://www.youtube.com/watch?v=Hn87hCEpO7I">https://www.youtube.com/watch?v=Hn87hCEpO7I</a></p> <p><u>Heron Research books:</u> <i>Hérons</i> by Frank Staub, <i>Great Blue Herons</i> by Bill Ivy, <i>Wading Birds</i> by Anne Welsbacher</p> <p><u>Heron Online Links:</u>  <a href="https://www.youtube.com/watch?v=ugGFkzTxKgg">https://www.youtube.com/watch?v=ugGFkzTxKgg</a>  <a href="http://easyscienceforkids.com/all-about-herons/">http://easyscienceforkids.com/all-about-herons/</a>  <a href="http://www.bioexpedition.com/great-blue-heron/">http://www.bioexpedition.com/great-blue-heron/</a>  <a href="http://www.allaboutbirds.org/guide/Great_Blue_Heron/lifehistory">http://www.allaboutbirds.org/guide/Great_Blue_Heron/lifehistory</a></p> <p><u>Hawk research books:</u>  <i>Red Tailed Hawks</i> by Melissa Hill, <i>Hawks</i> by Kate Riggs,</p> <p><u>Hawk Online Links:</u>  <a href="http://www.biokids.umich.edu/critters/Buteo_jamaicensis/">http://www.biokids.umich.edu/critters/Buteo_jamaicensis/</a>  <a href="http://www.ducksters.com/animals/red_tailed_hawk.php">http://www.ducksters.com/animals/red_tailed_hawk.php</a>  <a href="http://www.bioexpedition.com/red-tailed-hawk/">http://www.bioexpedition.com/red-tailed-hawk/</a>  <a href="http://www.allaboutbirds.org/guide/Red-tailed_Hawk/lifehistory">http://www.allaboutbirds.org/guide/Red-tailed_Hawk/lifehistory</a></p> <p><u>Roadrunner research books:</u>  <i>Roadrunner</i> by JoAnn Early Macken, <i>The Paisano Roadrunner</i> by Jennifer Owings Dewey</p> <p><u>Roadrunner Online Links:</u>  <a href="http://www.allaboutbirds.org/guide/Greater_Roadrunner/lifehistory">http://www.allaboutbirds.org/guide/Greater_Roadrunner/lifehistory</a>  <a href="http://navajocodetalkers.org/8-roadrunner-facts-for-kids/">http://navajocodetalkers.org/8-roadrunner-facts-for-kids/</a>  <a href="http://www.wild-facts.com/2010/wild-fact-664-beep-beep-roadrunner/">http://www.wild-facts.com/2010/wild-fact-664-beep-beep-roadrunner/</a>  <a href="http://www.kidsbiology.com/animals-for-children.php?animal=Greater%20Roadrunner">http://www.kidsbiology.com/animals-for-children.php?animal=Greater%20Roadrunner</a></p>
<p><b>Do you need to set up your classroom in any special way for this lesson? If so, describe it.</b></p>	<p>The classroom will be set up in its normal fashion. The student research will be conducted during small group station time.</p>

<b>III. The Plan</b>		
<b>Time</b>	<b>Parts</b>	<b>The description of (script for) the lesson, wherein you describe teacher activities and student activities</b>
<b>5min</b>	<b>Motivation (Opening/ Introduction/ Engagement)</b>	<ul style="list-style-type: none"> <li>-The teacher will welcome the students to day seven of their New Mexico bird unit.</li> <li>-The teacher will remind the students that this is their last day of research.</li> <li>-The teacher will then introduce the students to the fact that all of the research they have done on their group specific New Mexico Bird they will be creating into a webpage.</li> <li>-The teacher will show the students their webpage. The teacher will explain that when all of the student's typed sentences are ready they will be put in this webpage, which will be posted on the internet when it is ready.</li> <li>-The teacher will explain that before they put all of their information on the website it needs to be put into a rough draft format. This rough draft will be created in their scientist journal. Tell the students they need to write sentences they would like to include in their webpage.</li> <li>- The teacher will explain that once their rough draft is ready they need to raise their hand to have the teacher come help them edit it. Once their writing is edited they will then be shown how to type their sentences into the research webpage.</li> </ul>
<b>20min</b>	<b>Development</b>	<ul style="list-style-type: none"> <li>-The teacher will give the students time to finish their research and create their website research sentences.</li> <li>-Once all students have finished their rough drafts, and have had these sentences corrected by the teacher, the teacher will show the students how their sentences can be typed into the website.</li> <li>-If explanation time allows, the teacher will also allow the students to add pictures and captions to their research, in order to make the website even more interesting for the reader.</li> </ul>
<b>5min Total: 30min</b>	<b>Closure</b>	<ul style="list-style-type: none"> <li>-The teacher will have the materials manager collect and put away the materials.</li> <li>- The teacher will close by explaining how much more time the group will have to research and create their research sentences until their website goes live on the internet.</li> </ul>
<b>Your reflection on the lesson including ideas for improvement for next time:</b>		