

## ED 345 Calvin College Lesson Planning Form

Teacher: Kelsey Stark      Date: Wed, Sept 30th (This lesson may need to be repeated a second day, based on student progress.)  
 Subject/ Topic/ Theme: Bird Research, Phase One

I. Objectives	
<b>What is the main focus of this lesson?</b> During this lesson, students will be collaboratively researching a specific bird in New Mexico.	
<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 knowledge 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 research information in books, videos, and websites.  <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.	

II. Before you start		
<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: At the end of this lesson, the teacher will look to the team's research checklists in order to gauge student understanding and progress. The teacher will also look in the students' scientist journals, at the two things they wrote down that they learned and their one goal for tomorrow's research time. The teacher will also be using the group work rubric to assess how well students are staying on task and working together collaboratively. (The student's grade for this lesson will be based only on the group work rubric. Their completion of the scientist journal pages will be an indication of their ability to stay on task.)	
Universal Design for Learning Networks/Domains (see UDL Guidelines)		
<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>Students will be working in collaborative groups during this bird research. This will help maintain effort and interest.</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>Research checklist (Listing what areas the students need to research on and where the information was found.)          Bird research signs on cardstock          Job name tags (Food Research Specialist, Interesting Facts Specialist, Habitat Specialist, Captain, Book Keeper, Timekeeper, Reporter, Encourager, Technology Manager)          List of jobs and group members - teacher          Book crates - one for each group          Computers/l pads - two for each group</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>

III. The Plan		
Time	Parts	The description of (script for) the lesson, wherein you describe teacher activities and student activities
Small Group Station:	Motivation (Opening/ Introduction/ Engagement)	-The teacher will welcome the students to day six of their New Mexico bird unit. - The teacher will explain that scientists will take time not only studying the bird species as a whole, but individual birds (including what they eat, where they live, their size, and so on.) -The teacher will explain that the students will be working with their table group to study a specific

<p><b>5min</b></p>		<p>New Mexico bird that they will be assigned to. They will be required to find specific information about this bird. Then once they are done finding the required information about this bird, they will post their research on the internet so that others can learn about New Mexico birds!</p> <ul style="list-style-type: none"> <li>-The teacher will explain that the next two days will be their time for research. Then they will begin creating the text for their web pages once they are done writing their final research.</li> <li>-The teacher will explain that today is when they will research, so she will take more questions about the web pages at a later time.</li> <li>-The teacher will ask the students if they are ready to learn which bird they will be researching?</li> <li>-The teacher will then show the research checklist to the small group, explaining that each group will be required to find the information on this research checklist. The teacher will show the students where to place a check mark once this information is found.</li> <li>- The teacher will explain that each group will be given one research checklist to work on together. The teacher will explain that it is each students' job to come check what they have already found off of the research checklist, to make sure that the group will have all of the necessary information.</li> <li>-The teacher will also explain that each person in the group has two jobs. The teacher will pass out the jobs to each person and explain them one by one in front of the class.</li> <li>-The teacher will explain each group job, followed by each research-focused job.</li> <li>-(Captain - The team leader, helps make decisions and settle conflicts. Reporter- Reports to the teacher how much research the group has done, how well the group is working together, and how much more needs to be done. This will be done during the last five minutes. Etc)</li> <li>-(For the research-focused jobs the teacher will emphasize that the students who are assigned that research area will focus on collecting that information and recording it. Other can people and find it, or point it out, but only those two people can write it down and then check it off of the checklist when they find it.)</li> <li>-The teacher will ask the students if they have any questions.</li> </ul>
<p><b>20min</b></p>	<p><b>Development</b></p>	<ul style="list-style-type: none"> <li>-The teacher will then tell the students that it is time to begin, and will have the book keeper and technology managers gather materials for their groups.</li> <li>-The students will choose a book or website page to start their research. The teacher will guide the students in finding information in their specific research area.</li> <li>-The teacher will walk around answering questions, asking questions of students, and observing the progress of each group.</li> <li>-The teacher will give a five-minute warning. Reminding the reporter that this is the time they are to come for a reporter meeting.</li> <li>-The teacher will meet with the reporter, asking them how far they got on their research and how much more they have left to do.</li> <li>-The teacher will tell the students that it is time to clean up, and will have the materials manager put away the book crates and the technology.</li> </ul>
<p><b>5min</b>  <b>Total: 30min</b></p>	<p><b>Closure</b></p>	<ul style="list-style-type: none"> <li>-The teacher will then ask the students to get out their scientist research journals, having them turn to day six.</li> <li>-The teacher will prompt the students to write down two new things they learned about the bird they are researching.</li> <li>-The students will also be required to write down one goal they have for tomorrow. (The teacher will give the examples: be a better listener, get along with ___ better, be more encouraging, find research on _____, etc.)</li> <li>-The students will put away their scientist journals.</li> </ul>
<p><b>Your reflection on the lesson including ideas for improvement for next time:</b></p>		