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EDUC-306 Teaching Science and Health Spring 2020

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Living Things

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## Understanding by Design (UBD) - Unit Plan Overview

### STAGE 1 - DESIRED RESULTS

**Unit Title/Theme:**

Living Things

**Unit Summary:**

Identify the different parts of the human body and different parts of an organism that work together to keep a living thing or person healthy. Explain how the choices that we make affect our health and outside factors affect the plant's growth.

\*This is a sample unit plan that includes 5 lessons, there would be at least 20 lessons in my full unit plan.

**Established Unit Goals:**

- 3.1.1.A1-categorize living and non-living things by external characteristics.
- 3.1.1.B1- Grow plants from seed and describe how they grow and change. Compare to adult plants.
- 10.1.1.C1- Identify foods that keep our bodies healthy.
- 10.1.1.B1 - Identify and describe functions of basic body parts and organs.
- 3.1.1.A2 Investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter.

**Unit Understandings:**

Students will understand that....

- Living things are made up of cells, have a life cycle, need food and water, grow, respond to change, can move, and can reproduce.
- Humans most essential organs are the stomach and heart.
- Every part of the human body works together to keep people safe and healthy.
- Plants grow from seeds with the help of sunlight, soil, and water.
- They must balance the foods that they eat within the food pyramid in order to stay healthy.
- Hygiene plays an important role in keeping us healthy.
- Many different types of animals live in different environments that support their needs

**Essential Unit Questions:**

- What are the basic organs that allow humans to remain healthy?
- What are the parts of the body?
- How do our choices affect our health?
- How do outside factors help plants to grow?
- What do plants need in order to survive?
- What do humans need in order to be healthy?
- What are the food groups?
- What can I do to keep myself healthy?
- Who keeps me healthy?
- Where do different animals live?

<p>Students will know....</p> <ul style="list-style-type: none"> <li>• The functions of important organs and body parts</li> <li>• The differences between living and non-living things</li> <li>• How to grow their own plant</li> <li>• The food groups in the food pyramid</li> <li>• The food groups and other outside factors that keep people healthy</li> <li>• The body parts that people have</li> <li>• The important organs and their functions</li> <li>• The food groups</li> </ul>	<p>Students will be able to....</p> <ul style="list-style-type: none"> <li>• Identify living and non-living things and their defining characteristics</li> <li>• Identify characteristics of living things</li> <li>• Name organs and body parts</li> <li>• Recognize different foods and organize them into a food group</li> <li>• Describe the basic functions of organs</li> <li>• Participate in body identification songs</li> <li>• List examples of living and non-living items</li> <li>• Identify the people who help keep them healthy</li> <li>• Distribute foods into their specific food groups in the pyramid</li> </ul>
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STAGE 2 - ASSESSMENT EVIDENCE	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will plant and grow plants</li> <li>• Students will label the parts of a plant</li> <li>• Do dances that require them to know their body parts</li> <li>• Crossword puzzle to identify each body part</li> <li>• Labeled worksheet for plant parts</li> <li>• Food pyramid worksheets with foods categorized</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Journal sentences about their growing plants</li> <li>• Quiz for students to label all of the body parts</li> <li>• Post on facebook about living vs. non-living things</li> <li>• PBL for food pyramid and meals</li> </ul>
<p><b>Key Criteria:</b></p> <ul style="list-style-type: none"> <li>• See rubric attached to lesson plans</li> </ul>	

STAGE 3 - LEARNING PLAN
<p><b>Summary of Learning Activities:</b> See attached lessons</p> <p>-----</p>

Name \_\_\_Mikayla Crawford\_\_\_ Content Area \_Science\_\_ Grade Level \_1\_\_

Duration of Time \_\_55 minutes\_\_ Subject/Lesson Topic \_\_\_\_\_Living Vs. Nonliving\_\_\_\_\_

I. Lesson Overview:

- Students will have a short lesson as a class about how to tell the difference between living and non-living things, then they will go around the classroom in stations to learn more about living and nonliving things.

II. Big Ideas and Essential Questions:

- What is the difference between a living and nonliving thing?
- What are the characteristics of living things?

III. Instructional Objectives/Learning Targets:

- Identify an object as living or nonliving
- Organize objects in categories of living or non-living things
- Understand the characteristics and needs of living things
- Create your own example of a living thing

IV. Grade Level Common Core and/or PA State Standards:

- 3.1.1.A1-categorize living and non-living things by external characteristics.

V. Vocabulary:

- Nonliving- inanimate; inorganic
- Alive- living, not dead

VI. Materials/Resources:

- Pictures of different areas that include living and nonliving items
- Ipad for each student

VII. Classroom arrangement:

- The students will be seated at the carpet in a circle and facing the teacher
- The students will move to their desks, spread out individually

VIII. Instructional Process:

A. Introduction/Anticipatory Set: (10 minutes)

- Teacher will gather students in a circle at the front carpet
- Teacher will remind students to remain seated and keep their hands to themselves
- Students will be told that soon they will use the iPads and they need to use them carefully
- Teacher will go over the characteristics of living things with the students
  - Cellular organization

- Reproduction
- Metabolism
- Homeostasis
- Heredity
- Response to stimuli
- Growth and development
- Adaptation through evolution
- Teacher will ask if students have any questions and answer their questions

B. Developmental Activities: (40 minutes)

- The students will return to their desks
- The students will be split in half by counting off by two's
- The teacher will explain the following directions
- Half of the class will get pictures of different environments full of living and nonliving things
- Students will have to decide which things are living and which things are nonliving
- Students will write the items in two categories depending on if they are living or nonliving
- The other half of the class will do the following [science hyperdoc](#)
- The teacher will set a timer for 20 minutes and when the timer has gone off, the students will switch to the other activity that they have not done yet for the next 20 minutes

C. Closure: (5 minutes)

- Students will raise their hands to share what they have learned
- Students will turn in their hyperdoc to the teacher

IX. Management Plan:

A. Universal Design for Learning:

- Visual learners will get to see pictures and judge which things are living in the picture
- Kinesthetic learners will get to use the hyperdoc to try different activities
- Auditory learners will get to see the video in the hyperdoc

B. Two Classroom Management Issues Present:

- Issue 1: Students may not focus on their hyperdoc
- Proactive Solutions:
  - Tell students that the hyperdocs will be graded for completion
  - Survey the classroom to make sure that students are on task
- Reactive Solutions:

- Assign hyperdoc for homework
- Make students do a worksheet instead
- Issue 2: Students may end up working together
- Proactive Solutions:
  - Have students' desks separated
  - Remind students that this is an individual activity
- Reactive Solutions:
  - Have students do the activities for homework and give a lecture
  - Have louder students work in the hall or near the teacher's desk

#### X. Formative/Summative Assessment:

##### A. Formative:

- Observe the students lists of living and nonliving things, have them turn it in as a ticket out the door
- Grade the hyperdocs for completion

##### B. Summative:

- At the end of the week, students will draw a picture of living and nonliving things in a scene and identify which ones are living and which are nonliving in their picture

#### C. Potential barriers to access instruction and learning:

- Technology may fall through

Name \_\_\_Mikayla Crawford\_\_\_ Content Area \_Literature\_\_ Grade Level \_1\_\_

Duration of Time \_\_40 minutes\_\_ Subject/Lesson Topic \_\_\_\_\_From seed to plant\_\_\_\_\_

I. Lesson Overview:

- Students will observe plants and plant their own seeds in soil, they will take care of their plant and make sure that it grows.
- Students will read a book about how plants grow.
- Part of my overall unit theme is to explain how outside factors affect the organism's growth and this lesson is about outside factors that affect the growth of plants.

II. Big Ideas and Essential Questions:

- Plants grow from seeds.
- Plants need water and light to grow.
- Plants grow best in soil, but some can grow without it.
- What do plants need in order to survive?
- Do different plants grow in different settings?
- Are there any plants that can survive without these outside factors?

III. Instructional Objectives/Learning Targets:

- Students will be able to grow their own plant
- Students will understand that plants need water, soil, and light in order to grow

IV. Grade Level Common Core and/or PA State Standards:

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V. Vocabulary:

- Seed- part of a plant that can grow into a new plant
- Plant- a living thing that makes its own food. Plants need sunlight and water to grow
- Sunlight- light from the sun
- Roots- the part of a plant that absorbs water from the ground
- Stem- the part of a plant that helps it stand up straight and supports the leaves
- Germination- the process by which a seed grows into a plant
- Leaf- part of a plant that grows off of the stem and collects sunlight
- Flower- part of a plant that creates new seeds

VI. Materials/Resources:

- A small plastic pot full of soil for each student
- A small plastic spoon for each student
- A large gallon of water
- A window with a table in front of it
- One seed per student



- A story board
- Small fabric pieces cut out as a seed, roots, stem, and a flower, soil, and the sun
- “From Seed to Plant” book by Gail Gibbons

#### VII. Classroom arrangement:

- There is a carpet at the front of the classroom with a story board set up and desks arranged in groups of 5. There are 25 students and they will be seated at their desk after the group lesson.

#### VIII. Instructional Process:

##### A. Introduction/Anticipatory Set: (10 minutes)

- Before the lesson begins, the teacher will put materials on 5 trays, one per table. Each tray should have 5 small pots with soil inside and 5 seeds with 5 spoons.
- Students will begin by sitting at the carpet by the storyboard to discuss the parts of a plant and the outside resources that a plant requires in order to survive.
- The teacher will go over the significance of each part of the plant, as well as why soil, water, and sun are important for them to survive.

##### B. Developmental Activities: (30 minutes)

- Teacher will read the book “From Seed to Plant” by Gail Gibbons
- After the book, the teacher will ask the students to share what they have learned
- Teacher will put the soil cut out on the storyboard and explain that plants need soil to gain nutrients
- Teacher will place the sun on the storyboard and explain that plants need the sun for energy
- Teacher will point to each part of the plant on the storyboard and students will have to say what each piece on the board is called
- Teacher will ask students why the sun is important, they will raise their hand to answer
- Teacher will ask the students why the soil is important, they will raise their hand to answer
- After reviewing importance of outside factors to help the plants survive, students will move away from the carpet area and have a seat at their desk
- Teacher will set a prepared tray at every group of desks
- Teacher will instruct students not to take the materials until they are told to
- Teacher will instruct students to take one pot with soil inside of it and one spoon
- They will be instructed to dig a small hole in their soil with the spoon and place the seed inside, then re-cover the seed with more soil

##### C. Closure: (5 minutes)

- Teacher will ask students what their plant need in order to survive other than the soil
- Students will agree that the plant needs water and sun
- Teacher will help students decide to put their plants next to a window for sunlight

- Students will water their plants every day, the first time being at the end of the lesson

#### IX. Management Plan:

##### A. Universal Design for Learning:

- Visual learners will be able to see the plants and their significant parts on the storyboard, as well as the outside factors that help the plants to grow (sun, soil, water)
- Auditory learners will hear the teacher explaining the relevance of each factor in a plant's growth and be able to discuss with their class
- Kinesthetic learners will be able to plant their own seeds and grow them by watering them and caring for them

##### B. Two Classroom Management Issues Present:

#### Issue 1: a student drops their pot and the soil spills

- Proactive Solutions:
  - Have extra pots with soil and a vacuum in the room
  - Give them a very small amount of soil
  - Tell students to hold their pots with both hands when they place it back on the tray, the teacher can carry it to the window
- Reactive Solutions:
  - Clean the mess and remind students to be careful with their pots
  - Provide student with a pot with a seed in it

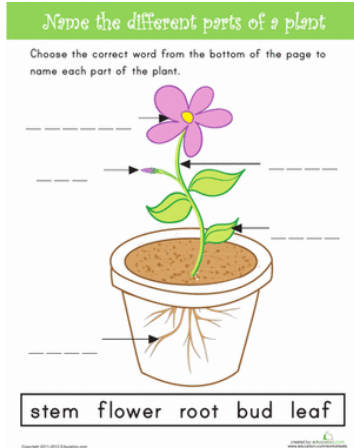
#### Issue 2: Students misunderstand the directions

- Proactive Solutions:
  - Write the directions on the front board
  - Have the students repeat the directions together with the teacher
- Reactive Solutions:
  - Remind student of the directions
  - Ask student what they should be doing according to the directions if they are doing the wrong thing

#### X. Formative/Summative Assessment:

##### A. Formative:

- Each student will be given a piece of paper that has a plant drawn, there will be a word bank and the students will have to draw an arrow to the part of the plant that corresponds. (Sun, soil, and rain would be added to this picture.)



**B. Summative:**

- Students will get to take a picture with their fully grown plant and write a sentence about how the water, sun, and soil interact with the plant in order to help it grow.

**C. Potential barriers to access instruction and learning:**

- Students may be confused about the purpose of the lesson since we cannot create our own sunlight or rain.
- Students will be reminded that all plants need sunlight and water in order to grow and that is why we will place them in the sunlight and water them daily.

## NGSS Lesson Plan

<b>Grade/ Grade Band:</b> 1	<b>Topic:</b> Food Pyramid	<b>Lesson #</b> <u>10</u> <b>in a series of</b> <u>20</u> <b>lessons</b>
<b>Brief Lesson Description:</b> Students will learn about the different groups in the food pyramid and they will choose a meal and identify how many food groups are included in the meal and decide if it would be a nutritional meal or not.		
<b>Performance Expectation(s):</b> Students should learn how the food groups interact with each other to keep our bodies healthy and strong		
<b>Specific Learning Outcomes:</b> 10.1.1.C1- Identify foods that keep our bodies healthy.		
<b>Narrative / Background Information</b>		
<b>Prior Student Knowledge:</b> Students should understand how all of the food groups work together in order to keep our bodies healthy and strong.		
<b>Science &amp; Engineering Practices:</b> Asking how food affects our bodies, examining the food pyramid, and using manipulatives to organize food in each food group	<b>Disciplinary Core Ideas:</b> It is important to try new healthy foods as often as possible. The five different food groups are grains, vegetables, fruits, dairy, and protein.	<b>Crosscutting Concepts:</b> A balanced diet is essential for children because their bodies are still developing.
<b>Possible Preconceptions/Misconceptions:</b> Students may think that it is not okay to eat food that is unhealthy, but it is okay to eat unhealthy food in moderation and on a few occasions.		
<b>LESSON PLAN – 5-E Model</b>		
<b>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:</b>		
<ul style="list-style-type: none"> <li>● Show students a video about the food groups on youtube <a href="https://www.youtube.com/watch?v=L9ymkJK2QCU">https://www.youtube.com/watch?v=L9ymkJK2QCU</a></li> <li>● Show students an example of the food pyramid and explain each group</li> <li>● Give examples of foods that go in each food group</li> </ul>		
<b>EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:</b>		
<ul style="list-style-type: none"> <li>● The classroom will be set up for 30 students with five tables in groups of six students at each table</li> <li>● There will be a worksheet at each desk that is an outline of a food pyramid, there will also be many different small pictures of food that are cut out at each group</li> <li>● Each student will take turns placing the small pictures of food in the area of the food pyramid that it belongs in</li> <li>● Teacher will walk around the classroom and observe students working together to accurately place the foods in the correct place on the pyramid</li> </ul>		
<b>EXPLAIN: Concepts Explained and Vocabulary Defined:</b>		
<ul style="list-style-type: none"> <li>● There are five categories in the food pyramid</li> <li>● It is important to balance healthy foods and unhealthy foods</li> <li>● Every food group should be included in your daily diet</li> </ul>		
<b>Vocabulary:</b>		
<ul style="list-style-type: none"> <li>● Food group- collection of foods that share similar nutritional properties or biological classifications, form nutrition guidelines</li> <li>● Food pyramid- nutritional diagram in the shape of a pyramid, the food guide pyramid</li> <li>● Nutritional- food that is necessary for health and growth</li> <li>● Grains- wheat or any other cultivated cereal crop used as food</li> <li>● Vegetables- plant or part of a plant used as food, typically as accompaniment to meat or fish, such as a cabbage, potato, carrot, or bean</li> <li>● Fruit- sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food</li> <li>● Dairy- containing or made from milk</li> <li>● Protein- proteins collectively, especially as a dietary component</li> </ul>		
<b>ELABORATE: Applications and Extensions:</b>		
<ul style="list-style-type: none"> <li>● Meals should be well balanced between the five food groups</li> <li>● All food groups are essential to keeping our bodies healthy and strong</li> <li>● Identify foods in each food group</li> </ul>		
<b>EVALUATE:</b>		
<b>Formative Monitoring (Questioning / Discussion):</b>		
<ul style="list-style-type: none"> <li>● Can we eat unhealthy food sometimes?</li> <li>● Why are healthy foods good for you?</li> <li>● Why is it good to try new foods</li> </ul>		
<b>Summative Assessment (Quiz / Project / Report):</b>		
<ul style="list-style-type: none"> <li>● Students will find a meal or create their own and identify how many food groups are included in the meal of their choosing</li> <li>● They will use that information to decide if the meal is well balanced and nutritional</li> </ul>		

**Elaborate Further / Reflect: Enrichment:**

- Students will review one another's presentations and either draw a smile or a frown for each presentation depending on if they agree or disagree.

<b>PBL Meal Project</b>	<b>Points Possible</b>
List the ingredients in the meal that you chose. Break down the main foods into their individual ingredients.	_____/20 points
Decide which food group each ingredient belongs in and identify how many of the five food groups are included in your meal.	_____/10 points
Decide if it is a nutritionally balanced meal. Explain why or why not.	_____/10 points
Presentation: Present your meal and findings to the class	_____/5 points
<b>Total points</b>	_____/45 points

**Materials Required For This Lesson/Activity**

<b>Quantity</b>	<b>Description</b>	<b>Potential Supplier</b>	<b>Estimated Price (after multiplied by the amount needed)</b>
6	Small pictures of different foods (paper&ink)	(printed)	\$6.00
6	Food pyramid outline	(printed)	\$4.00

Name \_\_\_Mikayla Crawford\_\_\_ Content Area \_Health\_\_ Grade Level \_1\_\_

Duration of Time \_\_35 minutes\_\_ Subject/Lesson Topic \_\_\_\_Body Parts and Organs\_\_\_\_

I. Lesson Overview:

- Students will learn about the functions of basic body parts and organs through learning songs and doing activities.
- Identify the different parts of the human body and different parts of an organism that work together to keep a living thing or person healthy. This lesson identifies the parts of a human body that keep someone healthy.

II. Big Ideas and Essential Questions:

- What are the basic organs that allow humans to remain healthy?
- What are the parts of the body?
- Identify body parts

III. Instructional Objectives/Learning Targets:

- Name organs and body parts
- Describe the basic functions of organs
- Participate in body identification songs
- Know the functions of important organs and body parts

IV. Grade Level Common Core and/or PA State Standards:

- Standard - 10.1.1.B1 - Identify and describe functions of basic body parts and organs.

V. Vocabulary:

- Organ- a part of an organism that is typically self-contained and has a specific vital function, such as the heart or liver in humans.
- Body part- any part of an organism
- Head- upper part of the body, contains sense organs
- Heart- an organ that pumps blood to your body
- Arms- upper limb on the body
- Stomach- organ that digests food
- Legs- limbs that people use to walk and stand
- Hands- part of a human's arm beyond the wrist
- Feet- part of the leg that is lower than the ankle

VI. Materials/Resources:

- A large carpet
- A smart board
- Speakers
- Children who are ready to dance!

VII. Classroom arrangement:

- The classroom will be set up with all of the desks in their normal groups of 5. However, the students will sit at the front of the classroom at the carpet with the teacher and they will be facing the smart board.

#### VIII. Instructional Process:

##### A. Introduction/Anticipatory Set: (10 minutes)

- Teacher will put a picture of a person on the poster board
- The teacher will tell students that today they are learning about body parts and organs that keep them alive
- Teacher will review each vocabulary term with the students and the teacher will label those parts of the body on the poster board
- Teacher will put a picture of a cartoon stomach and heart organ on a separate poster board
- Teacher will label the heart organ and the stomach on the board
- Teacher will explain the functions of each organ
- Teacher will leave both poster boards in the front of the classroom for all students to refer to throughout the lesson

##### B. Developmental Activities: (20 minutes)

- Students will learn the song "hokie pokie"
- Teacher will play the "hokie pokie song" on the smart board
- Students and teacher will repeat the instructions in the song and dance along
- Students will learn the song "head, shoulders, knees, and toes"
- Teacher will play the song "head, shoulders, knees, and toes" on the smart board
- Teacher and students will dance to the song and listen carefully
- Students and teacher play Simon says, the teacher will be Simon
- The students will point to the part of their body that "Simon" tells them to
- The teacher will have 2 small weights and each student will lift the weight once and then pass it to the next person in the circle while the class sings "The heart pumps blood, the heart pumps blood, every organ has a job the heart pumps blood." (to the tune of "the A says Ah")

##### C. Closure: (5 minutes)

- Students will play "hot potato" as a review, each time they end up with the "hot potato," they have to share a body part and point to it or an organ and recall what the organ's job is
- Students will play until all of the vocab words have been used

#### IX. Management Plan:

##### A. Universal Design for Learning:

- Kinesthetic learners will get to dance and sing, participating in the activities will help them to "learn by doing"

- Auditory learners will learn by hearing songs and their classmates share about the body parts and organs
- Visual learners will be able to refer to the labeled diagrams at the front of the classroom

#### B. Two Classroom Management Issues Present:

Issue 1: Students may not give each other personal space while they are dancing

- Proactive Solutions:
  - Before the lesson, tell every student to stand an arms width away from one another
  - Tell students to respect one another's personal space
- Reactive Solutions:
  - Spread students around in the classroom more
  - Have students stand at their desks and separate the desks into rows

Issue 2: Students may argue over who can be Simon or DJ for "hot potato"

- Proactive Solutions:
  - Let students know in advance that the teacher will be Simon and the DJ
  - Teacher will begin the game by already starting as Simon or the DJ and wait until a student asks to tell them that there will not be time for everyone to have a turn so nobody will get a turn during class
- Reactive Solutions:
  - Stop playing the game if they are arguing, have them write instead
  - Tell students that they will be allowed to be "Simon" and play Simon says during dismissal

#### X. Formative/Summative Assessment:

##### A. Formative:

- The students will get a crossword puzzle and the definitions will be the hints while the words that they fill in will be the answers on the crossword puzzle. The teacher will collect the crossword puzzles and ensure that the students put the correct names of each organ or body part with the description of their function.

##### B. Summative:

- At the end of the week, after reviewing the body parts and organs more, there will be a quiz for the students and there will be many body parts and organs written out with blank boxes underneath of them for students to draw a picture of the given organ or body part. This paper will be graded as a small quiz.

#### C. Potential barriers to access instruction and learning:

- Students may not like to talk about internal organs
- Students may be too wound up to pay attention after games and singing for the next activity or lesson



Name \_\_\_Mikayla Crawford\_\_\_ Content Area \_Science\_\_ Grade Level \_1\_\_

Duration of Time \_\_40 minutes\_\_ Subject/Lesson Topic \_\_\_\_\_ Science\_\_\_\_\_

I. Lesson Overview:

- Students will be playing an animal matching game and they will pair animals to their corresponding habitats.
- Part of my overall unit theme is to explain how outside factors affect the organism's growth and this lesson is about outside factors that different animals need in their habitat in order to survive.

II. Big Ideas and Essential Questions:

- Organisms have external structures that help them survive, grow and meet their needs.
- What are Pennsylvania's local animals?
- What are the elements in Pennsylvania animal's habitats which they need in order to survive?
- How can animals adapt to their surroundings to prevent extinction?

III. Instructional Objectives/Learning Targets:

- Identify local Pennsylvania animals
- Describe Pennsylvania habitats with the four elements that animals need to survive
- Understand that animals must be able to adapt to their surroundings to survive or they will become extinct

IV. Grade Level Common Core and/or PA State Standards:

- 3.1.1.A2 Investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter.

V. Vocabulary:

- Habitat: An area that provides an animal or plant with adequate food, water, shelter, and living space to survive.
- Extinct: The complete elimination of a species from the earth.
- Survive: To remain alive.

VI. Materials/Resources:

- various Pennsylvania animal pictures
- scenic pictures with labels

VII. Classroom arrangement:

- The teacher will review animals and habitats at a carpet and students will sit in a circle on the carpet. After the teacher is finished reviewing, the class will be seated in groups of 4 at their tables and the teacher will be circling the classroom for a matching game.

The class has 24 students and they will be in 6 groups of 4 when they move to their desks.

#### VIII. Instructional Process:

##### A. Introduction/Anticipatory Set: (5 minutes)

- Students will be reminded that they are to sit still and listen during their group time at the circle and when they go to their desks for the activity, they are to respect one another and take turns at an appropriate volume of speaking.
- Students will be seated in a circle in the front of the classroom with the teacher.
- Teacher will show students pictures of animals and ask them what animal it is.
- Teacher will call on students to review Pennsylvania animals that are displayed on the board (cow, chicken, horse, etc.)
- Teacher will display photos of possible learning environments and ask which animals could live in that habitat.
- Teacher will go over the animals that could live in each habitat while students are still seated in a circle.
- Students will be dismissed back to their desks, in groups of 4.

##### B. Developmental Activities: (30 minutes)

- Teacher will place cut out square pictures of different animals that can be found in Pennsylvania, pictures will be face down.
- Teacher will place cut out square pictures of different habitats for animals that can be found in Pennsylvania, pictures will be face down.
- Teacher will review how to play the matching memory game with students
- Students will play memory at their tables by matching the animal to the habitat that it could live in.
- Whoever collects the most correct pairs of animals and habitats in each group will play another game between the winners.

##### C. Closure: (5 minutes)

- Some students will share their winning pairs of animals and matching habitats with the class.
- The teacher will review the habitats that support its given animals.

#### IX. Management Plan:

##### A. Universal Design for Learning:

- Students can see the pictures on the board with the given environments and animals, hear the teacher repeat the animals and corresponding environments, students can read the labels of different animals and habitats, students can discuss these given animals and environments, kinesthetic learners will have the opportunity to have a matching game and draw what they have learned.

##### B. Two Classroom Management Issues Present:

- Issue 1: Student may not want to take turns during matching
- Proactive Solutions:
  - Review the rules for the game and have students repeat them
  - Place at least one student in each group who can keep their group accountable for following the rules
- Reactive Solutions:
  - Student will be reminded of the rules
  - Student will be removed from the activity after one warning
- Issue 2: Students might refuse to draw at the end of the activity
- Proactive Solutions:
  - Students will be reminded that they are showing their teacher what they have learned
  - Students will be encouraged to do their best because the drawing activity is graded
- Reactive Solutions:
  - If a student will not draw a picture, have them write which animals go with each habitat
  - Student will be pulled aside to talk to the teacher about the importance of the activity and drawing as a form of assessment

#### X. Formative/Summative Assessment:

##### A. Formative:

- Teacher will walk around the room and ensure that students are pairing the correct pairs of animals with their given environments. Teacher will observe conversations of students as to why they chose the correct match. Teacher may question throughout the activity to make sure that students are not confused.

##### B. Summative:

- At the end of the lesson, students will choose one habitat and create a drawing of at least 3 animals that can survive in their chosen habitat. Students will write the things that those animals need in order to survive and illustrate those necessities in their drawing too.

##### C. Potential barriers to access instruction and learning:

- Students may not be able to understand that certain animals can only live in a very specific environment because of the resources that they need in order to survive. Students may not be able to match the animals to the habitat cards because the pictures may be unclear. The teacher will be circling the room and observing in order to clarify any questions that they may have and the cards will be labeled.