

Pre-Planning: Setting a Learning Goal & Anticipating Multiple Paths to that Goal

<p>Learning Objective(s) What do you want students to know, understand, or be able to do as a result of <u>this</u> lesson?</p> <ul style="list-style-type: none"> Which specific grade level science or social studies standards does this relate to? 	<p>As a result of this lesson, I want children to understand the body parts of a pig and explore the concept that each body part of a pig allows them to do different things.</p> <p>32 Elementary Science Each animal has different structures that serve different functions in growth, survival, and reproduction.</p>
<p>Rationale Why are you teaching this lesson?</p> <p>Questions to consider: <i>Which language and literacy skills does it build on? How does it extend the skills learned in your previous lesson? How does it fit within the curriculum? In what ways does this lesson represent your commitment to social justice?</i></p>	<p>I am teaching this lesson, so children become familiar with the different body parts a pig has. They will become aware of how these body parts are an essential part for pigs. Children will be able to gain new vocabulary and reflect on similarities and differences they find with their own body parts. This lesson will give them the knowledge they need to understand that pigs also have important features that allow them to survive in their environment.</p> <p>This lesson builds on the vocabulary skill. The children will be learning the correct terms to describe the body parts of a pig. This lesson extends on my previous lesson because children will continue to work on their invented writing and phonological awareness. Invented writing was previously displayed in my last lesson because the children wrote a sentence on what the problem and solution was in the story by using letter to sound correspondence and putting sounds together to make words. This lesson will extend on that as children will be reflecting on what they learned on in regard to the body parts of a pig and one difference or similarity they found with the body parts they have.</p>
<p>Prerequisite Knowledge What prior knowledge are you counting on?</p> <p>Questions to consider: <i>What will you do if students demonstrate that they do NOT have such knowledge? What will you do if it becomes clear that students have already mastered your objective?</i></p>	<p>The prior knowledge I am counting on is children's knowledge on what a pig looks like based on our last reading. Although the book we read was a fiction book they got to observe the characteristics the pigs have. Through this prior knowledge I will be able to describe the pig itself. In addition to this, the prior knowledge I am also counting on is their knowledge on their own body parts. If children demonstrate that they do not have such knowledge I will have to give prompting questions to scaffold their thinking such as "what can you tell me about this pig?" "How many legs does it have?" "Do you have the same number of legs</p>

	<p>as the pig?” “How are they walking, is it the same way you walk?” If the student shows that they have already mastered the objective I can expand on that knowledge they have by engaging them to label their drawings and letting them expand on a sentence.</p>
<p>Anticipate Evidence of Learning</p> <p>How will you know if students have achieved the learning objective(s)? Consider listing multiple ways that students might demonstrate understanding by the end of the lesson. Include ways they will use language and literacy skills to demonstrate learning</p>	<p>Children will be able to show if they have achieved the objective based on what they write on their sheet. The children will demonstrate that they understood the lesson by</p> <ul style="list-style-type: none"> -Using the new vocabulary when talking about the topic - Labeling their drawings using the vocabulary - By answering questions about the topic <p>Through language they will be able to read out what they have written or even drew since this a way to give their drawing a meaning.</p>
<p>Teaching for Diversity</p> <p>Think of 3 different ways that you can present and engage the topic/ lesson as well as 3 different ways children can express their learning. Consider language/literacy diversity in your ideas</p>	<p>Multiple Means of Representation</p> <p><i>What are some different ways that content could be presented to learners throughout the lesson?</i></p> <ul style="list-style-type: none"> - One way is by providing children different books - By showing them images of a pig - Through informational charts <p>Multiple Means of Expression</p> <p><i>What are some different ways that students could “show what they know” throughout the lesson?</i></p> <ul style="list-style-type: none"> - By sharing their ideas and thoughts - By talking with their classmates - By drawing out their ideas and thoughts

	<p>Multiple Means of Engagement</p> <p><i>What are some different ways that you can help students get “fired up” about their learning during this lesson?</i></p> <ul style="list-style-type: none"> - <i>Providing them with a corner in the classroom dedicated to pigs such as photos, food they eat and even pig figures</i> - <i>Using my prior lesson as the base of making a connection with the prior knowledge they have</i> - <i>Creating a classroom gallery of pig drawings, they’ve made</i>

Planning: Step-by-Step List of Instructional Moves

In each section below, specify the sequence of instructional activities. Bullet points are fine. Providing a “script” for what you plan to say is also fine. Consider how you will coordinate materials, bodies, and time. Use small boxes to indicate time.

<p><u>Materials List:</u></p> <p><u>Video: Pigs for Kids: Year of the pig</u></p> <p><u>Pig body part chart</u></p> <p><u>White paper</u></p> <p><u>Markers</u></p> <p><u>Crayons</u></p> <p><u>Pencils</u></p>		
<p><u>Introduction</u></p> <p>How will you invite students into the learning experience?</p> <p>Consider: <i>A hook, an immersive experience, a connection to yesterday’s lesson, modeling...</i></p>	<p>Minutes:10</p>	<p>The other day we read the book The Three Little Pigs. In the book we saw how the Three pigs built different types of houses. The three little pigs were able to build homes from things they found like hay, sticks and bricks. They used these houses they built to protect themselves from the big bad wolf. Well today we’re going to be looking at this pig chart. This chart has each body part labeled. Let’s take a look and see if you can find some that are named the same way your body parts are. (Children will share) Great similarities. Now we’re going to be watching a video on how the pigs use these body parts throughout their daily life.</p>
<p><u>Exploration/Concept Development</u></p>	<p>Minutes:15</p>	<p>As the children are looking at the video I will be asking questions such as “ Look at how the pig uses its snout, what is he doing”</p>

<p>Consider: <i>Guided practice, independent practice, a group or partner exploration...</i></p>		<p>How do you think the snout helps him find his food, what sense is he using here?"</p> <p>After finish watching the video, I will have the children share one body part they saw the pig using and how they used it.</p> <p>When the children are done sharing, I will give the children the prompt for the activity plan. "Okay guys, you shared great observations about how the pigs were using their body parts. I want you guys to continue to think about how these body parts are important and how they help the pigs." "When you go back to the table on the white piece of paper, I want you to write two things that you learned about how pigs use their body parts. For example, we shared how the snout which is what? (children will answer) yes! It's their nose and it helps them what? (Children will share) Right! To smell. After you are done, I want you to draw a picture of the pig's body part that you spoke about in your sentence.</p>
<p><u>Closure</u> How will you bring students to closure with this learning experience and connect it to future learning?</p> <p>Consider: <i>A share, a closing challenge, a sneak peek at tomorrow's goal....</i></p>	<p>Minutes: 12</p>	<p>After the children are done working on their activity I will ask if anyone wants to share their what they learned about the pigs body part. This lesson plan will help us understand how pigs function because we'd be able to visit a farm and children will observe these animals with the knowledge they have gained.</p>
<p>Assessment Plans</p> <p>What understandings will you look for/ listen for, throughout the lesson? In other words, how will you continuously check in to see that students are moving toward the objectives you named above? At the end of the lesson, what data will you analyze/reflect on in order to determine whether or not all children met your objective(s)?</p> <p>Walking around the classroom I will listen to the conversations the children are having will give me an insight on what the children learned. In addition, I will be asking questions to see if the children are able to express their ideas. At the end of the lesson, I will be able to see the children's drawings and sentences to see if they have understood the objective.</p>		

Differentiation/Individualization Plans

How will you differentiate your instruction based on students' readiness levels? Learning styles? Culture? Interests? Will you incorporate any environmental support, materials adaptation, activity simplification, children preference, special equipment, adult support, peer support, invisible support?

I will differentiate this instruction by adjusting the task to the students that aren't able to do it on their own. Although some children are able to create their own sentences, I will be helping some children by giving them a prompt. Some children are also visual learners so being able to provide them with the text will help them understand how to give meaning to what they are drawing or writing. There are some students who aren't able to use invented writing which means they will be able to use language to express what their drawings mean.

I plan to have a corner dedicated to the topic so they are able to view other forms of the information we are learning. During the activity the children will be talking with peers so this will also help them gather their ideas.