

Sample Lesson Plan written by Joan Y. Edwards
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Lesson Plan for Week#: 3

Kindergarten Unit – Science Animals and Plants

Goal – Competency : Goal 1 The learner will build an understanding of similarities and differences in plants and animals.

I am pretending that I am a teacher in a heterogeneous classroom. The school counselor explained that in my class of 27 students: 4 have learning disabilities, 2 are At-Risk students, 3 speak other languages (ESL), and 4 are Intellectually Gifted.

PREPLANNING (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)

Multiple Intelligences: Linguistics, Logical/Mathematical, Spatial, Bodily/Kinesthetic, Musical, Interpersonal, Intrapersonal, Natural

Objectives: Student will:

1. Match pictures and/or verbal description with the animal – duck, bear, chicken.
2. Describe what a chicken looks like.
3. Understand how a chicken moves from place to place.
4. Explain what a chicken eats.
5. Explain how a chicken grows and changes during its life.
6. Analyze how a chicken helps other animals, including man.
7. Analyze how a chicken helps plants.
8. Analyze how a chicken is like a duck, bear, and/or fox.
9. Analyze how a chicken is different from a duck, bear, and/or a fox.

Materials Needed: Chart with information about the duck, bear, and fox from former lessons.
Chart to complete with information about the Chicken and magic markers.

Picture of chicken to paste to chart.

Jigsaw puzzles of a duck, a bear, a chicken, and a fox.

Filmstrip and cassette tape to accompany filmstrip on chickens, filmstrip projector for whole class viewing, and listening center with earphones for individual reviewing at center.

8 ½ in x 11 in paper copy paper with four illustrations of 4 stages in a chicken's life: Inside egg, hatched from egg; grows taller and bigger around; lays eggs - students cut-out and paste in sequential order on construction paper.

Flannel Board with cut-out pictures with velcro on back so they will stick to flannel board in correct category: ducks, bears, chickens, foxes

INSTRUCTIONAL PROCESS

Introduction/Anticipatory Set/Overview: We have already learned about ducks and bears, and filled in our class animal chart for them. Today we are going to study chickens. We are going to watch a filmstrip that shows the life cycle of a chicken. Afterwards we are going to write the facts about chickens. A person from the chicken hatchery is going to bring us a few eggs to keep in an incubator until they hatch. At the end of the week we are going to take a field trip to a farm and take a picture of a hen and a rooster and little chicks. The farmer will explain the stages of the chickens life. He will tell how chickens helps plants and other animals.

Content Presentation:

Filmstrip on chickens.

Whole Group Guided Practice: Add to a chart that you have already completed for ducks and bears. Headings on chart are: Animal Family, Name of Animal, Picture, Description, How It Moves, How It Grows, How It Changes, How It Helps Other Animals (including Man), and How It Helps Plants.

See if all information the filmstrip tells about chickens is on the chart.

Independent Practice: Complete at least 2 products (projects).

(Spatial) Learning Disabilities: Students draw a picture of a chicken: head, beak, body, tail. Draw picture of a rooster: head, beak, body, tail.

(Linguistic, Interpersonal, Logical/Mathematical) Using 5th Grade Writing Partners: ESL students are paired with fifth-grade students who speak their language. Students dictate the life story of a chicken in their own language: Hatched from an egg, small chick, taller rounder chicken, adult chicken lays egg in their own language. Then the fifth grade writing partner translates it and writes the kindergartener's story in English, too. After the stories are read, they are posted on the walls around the classroom.

(Linguistic, Musical, Bodily/Kinesthetic, Intrapersonal) Gifted Students, At Risk Students, ESL and Others that May Choose to: "If I was a Chicken" "If I was a Bear" "If I was a Duck" - Write a creative story, poem, song, or dance about a Chicken, Duck, or Bear.

(Bodily/Kinesthetic, Spatial, Intrapersonal) Art teacher will help all students paint a picture of themselves as an animal next art class to accompany one of their stories.

(Linguistic, Spatial, Bodily/Kinesthetic, Interpersonal) At Risk Students: Create a hand puppet of a chicken: Use socks. Choose head shape, beak, body, tail. Use color patterns for body that will help chicken survive. They will put a sticker with their name and the name they chose on their puppet. At the end of the unit on animals these puppets will be used in a play production.

(Spatial, Bodily/Kinesthetic) Gifted and Talented/Learning Disabilities: Working jigsaw puzzles of a duck, bear, chicken, fox. Then using a tape recorder, tell how a chicken, duck, and

bear are alike. Tell how they are different.

(Spatial, Logical/Mathematical) Learning Disabilities/Audio/Visual Learners Center to review the filmstrip on a chicken in a small group with head-sets so listening will not bother other students. Then, students will color, cut out, and paste pictures of a chicken in the different stages of its life in the correct order.

(Spatial, Logical/Mathematical) Learning Disabilities/ ESL/At Risk/Gifted Flannel Board with cut-out pictures with velcro on back. Pictures will include different stages of life for ducks, bears, and chickens. Students will work with a partner to attach the pictures to the flannel board in the correct category. **(Interpersonal)** One Gifted Kindergartener will check when the pair is finished.

Whole Group Sharing and Personal Reflection: The students who drew pictures of a chicken share their pictures and tell the different parts of the chicken...head, beak, body, tail. They will tell how they chose to draw their chicken and why. Tell why they chose the color for the chicken and how that color will help it survive. The ESL students will read their stories with the help of their fifth-grade writing partners. Then, their stories will be put on display in the classroom. Students who made hand-puppets will share their creations and puppet names. Remind students that they will get a chance to use these puppets in a play at the end of the unit on animals. Students who did the sequence activity will share their pictures and explain the life cycle of a snake. These will be displayed in the classroom. Then, the tapes will be played where the At Risk students compare a chicken with a duck, and a bear. Then the Gifted students who wrote stories, poems, songs, etc. "If I were a chicken, duck, bear" will read their creations.

Closure: Teacher will review any information about chickens that was not covered in the whole group sharing and personal reflection time. Say to class: Tomorrow we are going to study a fox. We are going to watch a video about a fox. David and Annie (2 at-risk students) are going to share with us what they have learned from the video.

DIFFERENTIATING INSTRUCTION – modifications to the lesson which incorporate evidence of :
Adaptations: (for exceptional and diverse students) LD Students-Using modeling clay, a student could mold a chicken in different stages.

Extensions: (for gifted/ talented students and further learning).**(Linguistic, Logical/Mathematical)**
Students can use software or go to a website about chickens and find unusual facts about them. They might also find out about how chickens are raised.