EXPLICIT INSTRUCTION LESSON PLAN FORMAT

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| Name: Ms. Clark Date of lesson: 10/31/12 (45 minutes)  Lesson Title: Bats & adaptions Content Area: Science  Grade: 4th School: Ivy Elementary School | |
| Type of Lesson: Introduction to Adaptations Unit | Multicultural Goals:  *(based on Bennett’s MC curriculum goals 1-6)* |
| Objective(s):  *Students will understand that living organisms have adaptations to meet their survival needs in an assortment of environments.* | Assessment Tool(s):*informal/formal; worksheet*  Assessment Criteria: 1. Were students demonstrating listening comprehension during the reading of  *Stellaluna*?  2. Were students aware they were learning what they wanted to know (L) during the  reading of *Stellaluna*?  3. Were students actively involved in the completion of their Venn diagrams? |
| Academic StandardsSCI.4.3.3 2010 Design investigations to explore how organisms meet some of their needs by responding to stimuli from their environments.  **SCI.4.3.4 2010**  Describe a way that a given plant or animal might adapt to a change arising from a human or non-human impact on its environment | |
| Differentiation/Adaptations: *(How will my instruction be different for students who are not yet ready for this level of skill; How will my instruction be different for students whose skills are beyond this lesson?)*   * Adjust members for group activity based on ability * Differentiated worksheets | |
| Background Knowledge/Prerequisite Skills:  *Students will need to have basic understanding of bats, birds, and other common animals.* | Multiple Intelligences/Learning Styles & Bloom’s Levels:  *(kinesthetic; artistic/musical; linguistic; etc.)*  *(visual; auditory; tactile; etc.)*  *(knowledge; comprehension; application; etc.)* |
| Materials:  Stellaluna by Janella Cannon  Worksheets  SmartBoard to create KWL chart  Large white construction paper | Technologies Implemented:  *Classroom SmartBoard and computer* |
| Modifications *(meet IEP for individual students)*  Adjust members for group activity based on ability. | |
| Anticipatory Set: *(GRAB their attention & “Jumpstart” their brains to connect with schema)* | |
| Procedures *(model; instruct; samples; guided & independent practice; monitor progress, etc.):*    1. Begin to set students’ purpose for listening to a reading of Janelle Cannon’s  *Stellaluna.* Create a whole-class KWL chart on the SmartBoard in which students first list all they know (K) and then all they want to know (W) about bats and birds. (What they  have learned [L] about bats and birds will be listed at the end of the lesson.) List  all of the students’ Ks first; then list a W for each K. Try to keep Ks and Ws that  address similar characteristics of bats and birds next to each other, as in the  example below:  **K** Bats and birds fly Birds come from eggs.  (know)  **W** How do bats fly without feathers? Do bats come from eggs?  (want to know)  **L**  (learned)   * After completing the K list, begin the W list by asking a question such as “What do we want to know about how bats and birds fly?” Write students’ responses (such as “How do bats fly without feathers?”) under the W. Asking a “what do we want to know” question about each subsequent K should help students make clear K-W pairs.   2. Continue to set students’ purpose for listening by showing them *Stellaluna*, the  story of a fruit bat’s mixed-up upbringing in a family of birds. Ask students to  make predictions about the story based on the front and back covers. (A bat,  Stellaluna, is struggling to stay atop a tree branch near birds as other bats fly in  the distance. This suggests Stellaluna’s conflict within herself: Birds perch; bats  hang; and Stellaluna — despite everything she does to be a bird, is a bat.)  3. Give students opportunities throughout the reading to make predictions in  response to science questions such as “What do you think will happen when the  birds fly at night?” (Possible prediction: The birds will crash because they cannot  see at night in the dark.)  4. Following the reading, discuss students’ predictions and the details that support  their predictions. Complete the KWL chart.  5. Split the students into pairs and small groups to create Venn diagrams (on large construction paper) that classify facts about birds and/or bats. (“Can fly,” for example, would be a birds-and-bats fact.) Students may refer to the KWL chart, *Stellaluna*, or other sources at your  discretion. The Venn diagrams can be simple or elaborate, either listing “just the  facts” or listing the facts with illustrations such as icons. Students can share their  diagrams with the class and then we can display in the hall outside our classroom.  6. Introduce the concept of animal adaptations. Ask students if anything else on earth has adaptations. | |
| Extensions: Begin Adaptation unit tomorrow. | |