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BME #530
Option C ~ Thematic Lesson Plan
October 1st, 2003

Unit Title: *Desert Animals*

Lesson Title: *Desert Animals*

Theme: *Desert Animals*

Content: *Language Arts & Science*

Culture: *All*

Topic: *Desert Animals*

Language: *English*

Grant: *Best*

Grade: *First Grade*

A Brief Lesson Description: *This lesson teaches students about different types of animals that inhabit the desert. They will learn what each animal looks like and identify characteristics of each.*

Complete Lesson Plan:

Desert Animals

Grade Level: First

Introduction:

This is a language arts lesson for first grade students. In this lesson, students will learn about the different types of animals that live in the desert. It is important for students to learn about different types of desert animals, by learning about the characteristics and traits of each, so that the students can better understand how these animals can adapt and live in the harsh, desert environment. Together, we will create a **KWL** graphic organizer to recall and record their knowledge of the desert and the animals that inhabit it. The **KWL** graphic organizer that will be introduced today will be used throughout the lesson plan.

Behavioral Objectives:

The students will learn to identify the types of animals that live in the desert. They will also activate background knowledge by creating questions about desert animals; what they **K**now about desert animals, what they **W**ant to find out about them, and what they have **L**earned about them. They will do this by creating a class **KWL** graphic organizer. Students will be able to apply their own knowledge when they create an individual **KWL** graphic organizer. The objective will be met when the teacher can assess their mastery of the reading standard 1, concept 6: Comprehension Strategies, PO4 Use graphic organizers in order to clarify meaning of text and reading standard 2, concept 4: Elements of Literature, PO2 Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.

Arizona State Standards:

Reading Standard 1, Concept 6: Comprehension Strategies

PO4. Use graphic organizers in order to clarify the meaning of text.

Reading Standard 2, Concept 4: Elements of Literature

PO2. Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.

Anticipatory Set:

1. Ask the students to come join you at the reading circle on the floor. Explain to the students that in a short time they will be reading a story about desert animals and then seeing some “live” animals that are very special and important to where we live, the desert.
2. “But, before we do this, we need to talk about our classroom rules and what I expect from each of you when we have a special guest in our room.” At this time discuss and review your rules and procedures with your students and let them know what behavior is expected from each of them.
3. Next, begin reading Way Out in the Desert by T.J. Marsh and Jennifer Ward to them.
4. Then, have the guest introduce herself and the desert animals; snake, tarantula, scorpion, etc. The student will have some time to observe and touch each of the animals. However, this will be “brief,” approximately 5 - 8 minutes, since the goal is to “hook” them and then to present and introduce the **KWL** chart.

5. The students will be very anxious to talk at this time, so in their teams of four I would give them some time to share their thoughts with one another.

Teacher Input:

After children's book has been read and the guest speaker has left, the students will return to their seats. Next, for approximately 5 minutes, in teams of 4, teacher will have the students share with one another what they **Know** about desert animals. Teacher will model and give an example first and then the teams will meet in their group and do the same. At this time, teacher will walk throughout the room and do a quick checklist assessment and listen to the students discussions concerning desert animals. Next, teacher will pull the class back together for whole-group discussion and ask one individual from each team to tell something that they **Know** about desert animals and then record their response on the class **KWL** graphic organizer. Then, each student will be given their own **KWL** graphic organizer to fill in when necessary. (Throughout the unit, each student will be responsible for their own **KWL** graphic organizer. Each student will also receive a Desert Animal folder where they will be able to keep their belongings).

Script:

Teacher: Boys and girls, you were great listeners when I was reading the story to you and when Mrs. Johnson was here with all of her desert animals. What did you think of the snake (tarantula, road runner, etc.) in the book? How was it compared to the ones Mrs. Johnson brought in to share with us today?

Student: I thought it was cool!

Student: I liked the spider the best, but I thought it was going to bite me.

Student: The snake felt smooth. (Listen to a variety of responses).

Teacher: That's great, I'm glad each of you enjoyed learning about all of those animals, because now I need some help. If you would all look up here I have a **KWL** graphic organizer posted up on the board. This will help us to learn more about each of the desert animals for this unit. (At this time teacher explains what each letter of the **KWL** graphic organizer or chart stands for and gives an example for each. For example, "I **Know** that all of those animals live in a desert so I will write that under the "**K**" section of our chart."

Teacher: Now its your turn. I would like you to get in your assigned teams of four and discuss what you **Know** about desert animals. In about five minutes we will share our responses and add them to the classroom graphic organizer and then you will add it to your own **KWL** graphic organizer. Are there any questions? All right, go ahead and talk with your group. (Teacher walks around the room and

listens to their discussions and steps in when help is needed. Teacher will also be using this time for a quick checklist assessment to listen to their discussion about desert animals.)

Modeling the Behavior:

Bring the focus back to whole-group discussion. Model once again what I **K**now about desert animals and then have individual students volunteer with their own response. Next, ask each team of 4 to come to the front of the room and share their response. Make sure all the students have an opportunity to share their answers. For ELL students, provide pictures of desert animals for them to use in their group as a visual for them. When it is their turn to share, they can come to the front of the classroom individually or with a their team and share what they **K**now about desert animals. A variety of answers will be accepted, such as key words as snake - long, spider - furry. Each student will then write his/her response on an identical **KWL** activity sheet. Ask students, on their own, to tell one more thing that they **K**now about a desert animal. They may do this by writing a sentence or by drawing a picture.

Throughout this unit the students will revisit the classroom **KWL** graphic organizer as well as the one they will have to work with on their own. Use the same procedures for the remainder of the **KWL** chart as demonstrated above. Since this is the first time the students have been exposed to this type of graphic organizer, introduce “What we **W**ant to know” the next day, and “What we’ve **L**earned” throughout the unit and during the closure.

Check for Comprehension:

Check for understanding by walking throughout the room and observing the students interactions and discussions with each other and with teacher. Do a great deal of modeling for students as well as asking each of them a variety of questions to clarify that they understand what is asked of each of them. Pictures of desert animals, as well as a variety of children’s books will be provided for ELL students and special students. Talk with each of them one-on-one.

Guided Practice:

Guide the students as you work together on the **KWL** graphic organizer. Many examples will be given to help the students as they learn about the different types

of desert animals. They will then be asked to write in their own answer on their **KWL** graphic organizer. They will continue to add new information to their graphic organizer as they learn new material throughout the desert unit.

Closure:

Students will be able to identify the types of animals that live in the desert. They will also be able to create their own **KWL** chart to recall and record their background knowledge of a given topic, in this instance, the desert. Close the unit by once again reading, Way Out in the Desert by T.J. Marsh and Jennifer Ward, to them and inviting the guest speaker back to the school to spend more time with the students and have her discuss, in more detail, information about each desert animal. The students will also have this opportunity to share their new-found desert knowledge with her.

Independent Practice:

Students will independently work on an activity sheet (#2) that will reinforce the material that was taught during their desert animal unit. The activity will use the same pictures that were used while creating our **KWL** graphic organizer. The students will be responsible for completing the activity sheet that will demonstrate their knowledge of what was learned about each of the desert animals. As an enrichment activity, students will be asked to create a short poem about a desert animal of their choice.

Assessment:

Check for understanding by observing the students' interactions during class discussion and their team discussions. The objective will be met when mastery is assessed of the reading standard 1, concept 6: Comprehension Strategies, PO4 Use graphic organizers in order to clarify meaning of text and reading standard 2, concept 4: Elements of Literature, PO2 Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read. Activity sheet #2 will be an assessment tool as well in determining their knowledge of the content area covered. One-on-one assistance will be provided for ELL students during this activity (#2) also. Daily questioning will be used as a tool for assessment throughout the lesson as well.

Materials:

KWL graphic organizer for class use (displayed on board or chart paper) and then for each student
activity sheet #2
desert animal pictures
student folders
desert animal literature books
pencils
crayons (optional)
Way Out in the Desert by T.J. Marsh & Jennifer Ward

Modifications for students with disabilities:

Modifications that will be used for students with special needs include: visual pictures cards, “live” desert animals that the student will be able to touch and see. Consistent repetition of key words will also be used both chorally and individually. Seating arrangements will also be made for students when needed. Assessments and activity sheets will also be modified.

Technology Integration:

<http://www.discovery.com>
<http://www.nationalgeographic.com>
<http://enchantedlearning.com>