

**Unit Title:** *Desert Biome*

**Lesson Title:** *Desert Animals*

**Theme:** *Desert Animals*

**Content:** *Science*

**Culture:** *All*

**Topic:** *Desert Animal vocabulary*

**Language:** *English*

**Grant:** *Best*

**Grade:** *Middle School*

**A Brief Lesson Description:** *This lesson is a vocabulary lesson to teach non-English speakers the vocabulary of desert animals. The students will do a series of activities to compare and contrast desert animals as well as use higher level thinking skills and cross curriculum vocabulary for more repetition.*

**Complete Lesson Plan:**

Chris Otto  
BME 530

Lesson Plan: Desert Animals

### Introduction

This science vocabulary lesson will be presented to 7<sup>th</sup> and 8<sup>th</sup> grade ELL students who are at production/speech emergence level of language acquisition. The students have studied other biomes and the desert has been recently taught. The students will now learn about some of the different animals that live in the deserts. They will

learn what the animals look like and about characteristics that enable them to live in the desert habitat.

### Behavioral Objectives

Students will be able to recognize and identify the target desert animals as demonstrated by oral response, written comparisons and higher level thinking activities. They will be able to recognize and distinguish similarities and differences in diverse species as per AZ State Standard 4SC-R3, PO1, PO2 and PO3.

### AZ State Standards

Science Standard 4: Life Science

4SC-R3. Recognize and distinguish similarities and differences in diverse species.

- PO1. Identify observable similarities among diverse species.  
(e.g. number of legs, body covering, size)
- PO2. Identify observable differences among species.
- PO3. Compare the observable similarities and differences among diverse species.

### TESOL Standards

Goal 2:

To use English to achieve academically in all content areas.

Standard 2: Students will use English to obtain, process, construct and provide subject matter information in spoken and written form.

### Anticipatory Set

Tap into students prior knowledge by reminding and questioning about the biomes that were previously studied and the animal life

found there. Ask them about the latest biome they studied and point to pictures of the desert as they respond. Tell them that today they will be learning about the animals that live in the desert.

Script:

Teacher: (Displays the pictures of different biomes already studied)  
Who can tell me what the word biome means? (Teacher writes the word on the board)

Student: Places that have different plants, animals and weather.

Teacher: Very good, can anyone give me an example of a biome?

Student: Tundra and forest.

Teacher: Can anyone give me some examples of animals that live in the forest?

Student: Bears

Student: Deer

Student: Squirrels

Teacher: Excellent...Now who can tell me what the biome is that we studied yesterday?

Student: The desert.

Teacher: Exactly...What biome do we live in?

Students: The desert.

Teacher: Good...today we're going to learn about the animals that live in the desert.

### Teacher Input

Teacher begins the lesson by telling students they are going to learn the names and characteristics of animals that live in the desert. She gives each student a copy of Work Sheet #1 and puts it on the overhead as well so that it is reflected on the whiteboard. The teacher uses large color pictures of each animal to introduce the vocabulary. She says the name of each animal and writes it on the board in the column marked "Name of Animal". She has the entire class repeat the name of the animal and answer the question "What is this animal?". Teacher then goes to students individually to answer the same question. After 3 or 4 correct responses the teacher goes

on to the next animal or “vocabulary word”. She will ask questions about the second animal and then back to the first. The teacher will continue in this manner introducing new vocabulary and constantly going back to review the previous words/pictures that were just taught. After all the vocabulary has been taught and reviewed the teacher will hold up the picture of the first animal and say this is a \_\_\_\_\_, letting students answer. Then teacher will indicate the second column on worksheet and ask “How many legs does it have?” She will continue in this manner for all the animals, repeatedly going back to the previously taught vocabulary to review. Teacher will ask questions that compare and/or contrast. “How many legs does a coyote have? How many legs does a roadrunner have? Are they the same or different? Why?” The teacher will continue in this manner until all of the characteristics for all the animals have been taught.

Script:

Teacher: This is a coyote. Everyone repeat...this is a coyote. What is this animal? Everyone repeat together “It’s a coyote”. (Writes word on board under “Name of animal”).

Juan, what is this animal?

Student: It’s a coyote.

Teacher: Jose, what is this animal?

Student: It’s a coyote.

Teacher: Good. This is a road runner. Everyone repeat... this is a road runner. What is this animal? Everyone repeat “It’s a road runner. (Writes on board) Jorge, what is this animal?

Student: It’s a road runner.

Teacher: Good, Ana, what is this animal?

Student: It’s a road runner.

Teacher: Yes, Roberto, what is this animal?

Student: It’s a road runner.

Teacher (holding up picture of coyote): Laura, What is this animal?

Student: It’s a coyote.

*After all the vocabulary has been taught.*

Teacher: (Holding up picture of coyote) Look at this animal...what is it?

Student: It’s a coyote.

Teacher: Perfect. How many legs does a coyote have?

Student: Four

Teacher: (Writes in column under “How many legs”) The coyote has 4 legs.

*The teacher continues in this manner until all the characteristics have been taught and reviewed. May use cognates to help with understanding ie. scales-escalas*

### Modeling the behavior

The teacher has worksheet #1 reflected on the whiteboard and as she teaches each vocabulary word using large color pictures, she writes it in the correct column. As she teaches the characteristics for each animal she writes that in the correct column. As she reviews vocabulary and characteristics with students she may point to the characteristics if students are having trouble. All of the students are engaged not only with choral responses, but also with individual responses. Students will then go to the computers and will access [www.learnenglish.org.uk/words/activities/desert\\_animals.html](http://www.learnenglish.org.uk/words/activities/desert_animals.html). (Teacher will lead them through the steps to get to this point) They will then complete the computer activity of matching pictures of the desert animals to their names by dragging the picture and putting it in the box with the correct name. The program will show correct and incorrect responses. They will be encouraged to explore other sites such as : National Geographic: Creature Feature, Desert Animals and Wildlife, Enchanted Learning and Missouri Botanical Gardens: Desert Animals. These sites provide reinforcement of vocabulary and characteristics of desert animals.

### Check for Comprehension

Comprehension checks are done all through the lesson, both orally and by walking around to make sure students have written the correct information. Teacher is constantly questioning students both as a group and individually. After worksheet #1 is complete teachers and students will go over all responses to make sure everyone has the correct information.

### Guided Practice

Worksheet #2 will be done in pairs. Each pair will be given one worksheet to be done together. Each student will draw a name of an animal out of a hat (have to be different animals) Each student will draw his/her animal in a box and write the name of the animal on the line above. Together the students will brainstorm and complete the phrases “The animals are alike because...” and “The animals are different because...” They may use worksheet #1 as a reference as well as guidance from the teacher.

### Closure

After completing Worksheet #2 students will present to the class what their animals are and how they are alike or different. Teacher will once again use the color pictures as a quick review and ask individual and group questions concerning the animals.

### Independent Practice

Students will be given worksheet #3 to work on independently at home. This worksheet reinforces the information taught in the lesson and puts the information in written form.

**Enrichment:** Students will be asked to make up riddles (higher level thinking) about one or more of the animals. These riddles will be used in a class competition.

**Across the Curriculum:** The vocabulary from this lesson will also be used in math story problems and graphing/charting exercises so there is more repetition.

**Extended Enrichment Activities:** With a grant from Career Ladder, I will buy all the students disposable cameras and take a field trip to the Sonora Desert Museum in Tucson. The students will use their cameras to take pictures of the animals and environment that we have studied. From these pictures they will write and publish their own books on the desert biome.

### Assessment

The objective of this lesson was for students to be able to recognize and identify targeted desert animals as well as recognize similarities and differences, which aligns with AZ State Standard 4SC-R3 and TESOL Goal 2. Assessment takes place through the whole lesson as the teacher uses questioning techniques to determine which students are comprehending and which are not. Written worksheets relate directly to the objective are completed by the students and reviewed by the teacher. The teacher will also create a formal assessment that will look very much like worksheet #1. The names of the animals will be entered and the students will be asked to write the characteristics.

### Materials

Teacher will use large color photos of animals, teacher created worksheets, and disposable cameras.

### Modifications

Modifications for special needs students include: oral and visual reinforcement of vocabulary, repetition, redundancy, both choral as well as individual responses, and working together in pairs. In the case of a physical, visual or hearing impairment modifications in seating, introduction of tactile manipulatives and modifications to assessments are implemented.

## Technology Integration

Throughout the lesson the students will be using different computer sites for reinforcement of vocabulary and negotiation of meaning.

Some of these include: [www.learnenglish.com](http://www.learnenglish.com),  
[www.nationalgeographic.com](http://www.nationalgeographic.com), [www.desertusa.com](http://www.desertusa.com),  
[www.enchantedlearning.com](http://www.enchantedlearning.com) and [www.mbgnet.mobot.org](http://www.mbgnet.mobot.org).







