

Childhood Education Lesson Planning Template

OVERVIEW:		
Teacher Candidate(s): Caileigh Sweeney		
Contextual Considerations: N/A		
Unit of Instruction: Cycles in Nature	Essential Questions of Unit: Why are cycles in nature important?	
Central Focus of <u>this</u> Lesson: Students will be able to understand the life cycle of a chicken from egg to egg.		Lesson Number: 3
Grade: 2	Estimated Length of Lesson: 40 minutes	Date to be Taught:

LEARNING STANDARDS:	
Content Area(s):	ELA
Learning Standards: (Indicate Common Core, NYS, and/or District)	<p>CCSS.ELA-RI.2.2:Identify the main topic of “The Life Cycle of a Chicken”</p> <p>CCSS.ELA-RI.2.7: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CCSS.ELA-SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CCSS.ELA-L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.</p>

GOAL(S) or GUIDING QUESTION(S) FOR THIS LESSON:
What is the life cycle of a chicken?

OBJECTIVES AND ASSESSMENT TOOLS:	
Content Objective(s): (written in observable terms and including Bloom’s Taxonomy level)	Assessment(s)Used to Monitor Student Performance: (indicate informal or formal for each)
C.O. 1: Students will be able to show their understanding of the life cycle of a chicken by correctly explaining the life cycle of a chicken.	C.A.1: Students will be assessed based on their active participation during the story and during comprehension questions and activities.
C.O. 2: Students will be able to show their understanding of the life cycle of a chicken by correctly sequencing pictures of the stages a chicken goes through.	C.A.2: Students will be assessed based on their ability to correctly sequence the stages a chicken goes through and correctly explaining what is happening.

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<p>Process Objective(s): (as appropriate for content area)</p> <p>P.O. 1: Students will demonstrate how to listen through engagement in answering and responding to questions.</p> <p>P.O. 2: Students will demonstrate comprehension of the life cycle of a chicken by answering comprehension questions and completing the activities at the end of the lesson.</p>	<p>Assessment(s) Used to Monitor Student Performance: (indicate informal or formal for each)</p> <p>P.A. 1: Students will be assessed based on their engagement throughout the story and their ability to answer questions and draw predictions and conclusions.</p> <p>P.A. 2: Students will be assessed based on their ability to correctly and efficiently complete all activities.</p>
<p>Attitude/Disposition/Social Emotional Learning Objective(s) (not required in all lessons)</p> <p>A/D/SEL O.1: Students will demonstrate positive communication and participation with their classmates and teachers.</p>	<p>Assessment(s) Used to Monitor Student Performance: (indicate informal or formal for each)</p> <p>A/D/SEL A. 1: Students will be assessed based on their attentiveness, self-control, and willingness to learn.</p>
<p>Feedback to Students: (How will you give feedback to the students about their progress?) Students will be called on during discussion and they will be given praise for trying. The teacher will circulate around the rug during peer to peer discussion to make sure students are staying on task and are engaged. The students will be given feedback when they answer comprehension questions, doing a Word Work activity, and doing a Synonyms and Antonyms.</p>	

MATERIALS, TEXTS, AND TECHNOLOGY RESOURCES:

Materials:	The Core Knowledge Language Arts Program, Grade 2. Listening & Learning Stand. 2010 Core Knowledge Foundation, Charlottesville, VA.
Texts:	“Where Do Chicks Come From?” by Amy E. Sklansky illustrated by Pam Paparone Scissors, glue, construction paper, comprehension questions sheet
Technology Resources:	Smartboard

PREREQUISITE KNOWLEDGE AND SKILLS:

Students should know:	Students should know that a cycle is a sequence of events that repeats itself again and again. Students should know how seasonal cycles have affects on plants and animals.
Students should be able to:	Students should be able to define the term life cycle. Students should be able to identify the stages of the life cycle: birth, growth, and reproduction. Students should be able to follow the five rules of the classroom. Students should be able to verbally communicate with peers and the teacher.

ATTENTION TO LANGUAGE DEVELOPMENT:

Academic Language Function	English Language Arts (albumen, wobbly, yolk)
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Academic Language Demands	<p>Vocabulary: Albumen: The white internal part of a hen’s egg. Wobbly: Shaky or unstable. Yolk: The yellow internal part of a hen’s egg. Syntax: Albumen, noun Wobbly, adjective Yolk, noun Discourse: Albumen: albumens Wobbly: wobblier, wobbliest Yolk: yolks</p>
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ATTENTION TO THE NEEDS OF DIVERSE STUDENTS: *In Appendix A, complete a positive student profile on 3 focus students present for this lesson. List below specific strategies to support all students.*

Multiple Means of Representation:	Material is given to the students orally and visually. Content representation is given through discussion, student-centered learning and teacher-directed instruction.
Multiple Means of Expression:	Students will demonstrate comprehension through verbal and written communication in whole class discussion and an egg labeling activity.
Multiple Means of Engagement:	Students learning styles will be met through linguistic-verbal, visual-spatial, and interpersonal learning. Students will stay engaged based on their previous knowledge of cycles.
Modifications for Specific Students:	There are specific students who have to sit in the front of the rug, close to the smartboard and the teacher. These students are called “front row friends.” Students who seem unengaged are called on to grab their attention and get them engaged.

SEQUENCE OF INSTRUCTION AND LEARNING TASKS: *(In Appendix B, include copies of key instructional materials for this lesson, such as presentation slides, interactive whiteboard images, and handouts.) Please note: the organization of this section may vary depending on content area.*

Introduction: (Estimated Time: 5 minutes)	The teacher will begin the lesson by reviewing the Frog and Butterfly Life Cycles. The teacher will call on students to put the pictures in the correct spot. The students will have to decide if the picture belongs in birth, growth, or reproduction. Once all of the pictures are in a specific section, the teacher will go over the cycles together as a class and change pictures if needed.
Development: (Estimated Time: 25 minutes)	Next, the teacher will read “Where Do Chicks Come From?” presented on the smartboard. Throughout the story, questions will be asked to keep the students engaged. The questions that are being asked will be presented on the smartboard so the students can see the questions in front of them. Definitions that students are not familiar with will be presented on the smartboard as well. Students will be asked to draw conclusions and predictions throughout the story.
Closure: (Estimated Time: 10 minutes)	The lesson will end by asking students comprehension questions to see how well they understood the material presented. There will be a Turn and Talk Activity when students turn and talk to their neighbor about similarities and differences between the Life Cycle of a Frog, Chicken, and Butterfly. There will be a Word Work Activity with the word thrive and wobbly. The teacher will read students a sentence and the students will have to say if the action that is being done is something that is “steady” or “wobbly.”

OUTREACH TO FAMILY AND/OR COMMUNITY:

Students will be able to go home and share with their parents/guardians their Chicken Life Cycle Craft and explain the different stages that occurs during the life cycle.

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Complete this final section after lesson has been taught:

ANALYSIS OF STUDENT LEARNING AND REFLECTIVE ANALYSIS OF THIS LESSON:

1. Promoting a Positive Learning Environment:

- a. Describe how you demonstrated respect and responsiveness for the diverse students and their needs. How did you motivate and engage the students throughout this lesson?

I demonstrated respect and responsiveness by reading a story on the Life Cycle of a Chicken that was similar to a pervious story read on the cycle of a Butterfly and Frog. I used a variety of strategies to call on students and keep them motivated and engaged throughout the lesson. I used "teach-OK", I called on a friend, I used thumbs up, thumbs down to answer yes or no questions, and I pulled sticks out of a jar that had the students name on it. I used "mirror" to explain the life cycle of a chicken. Once I did the gestures, the students repeated the gestures back to me. Probing questions were used to help students answer comprehension questions. There was images throughout the story presented on the smartboard to keep the students engaged and motivated.

1. Engaging Students in Learning:

- a. To what extent were the objectives of your lesson met? Provide evidence of student learning.

The objectives of this lesson were met because the students were actively engaged during the story and discussion. The students were also able to accurately answer the comprehension questions that followed the story. Students demonstrated an understanding of the story by correctly answering questions during the story and correctly answering comprehension questions at the end of the story.

- a. Describe the specific ways this lesson addressed the literacy/ELA OR mathematical needs of your students.

The students were able to use the illustrations and text from the story to correctly answer comprehension questions and correctly answer questions throughout the story. Students were also able to correctly turn and talk to their neighbor by answering a question that was asked. Students were able to participate in the activities at the end of the lesson by correctly completing the activities. Students were able to listen to another story on The Life Cycle of a Chicken and answer a comprehension question sheet that accompanied the story. Students were able to complete a Chicken Craft by cutting out pictures of the different stages and putting them in the correct order. Students were also required to write a sentence that explains the picture.

1. Deepening Student Learning during Instruction:

- a. Describe the ways in which you promoted higher order thinking and opportunities for students to apply content and/or literacy/ELA understandings, knowledge, or skills in meaningful ways.

During the story, I promoted higher order thinking by asking the students to make predictions and conclusions about The Life Cycle of a Chicken throughout the story. The students had to think critically in order to answer these kinds of questions. The students were also asked throughout the story what stage comes next and what do they think is going to happen. The students needed to be engaged in order to answer the questions. Students were also asked about any prior knowledge they had about chickens.

1. Analyzing Teaching:

- a. Describe the ways in which you supported learning for the whole class and for students who require greater support (e.g., focus students) during this lesson.

I used the technique of close proximity for the students who need extra support. I also used something called front row friends. Front row friends are students who have to sit in the front row during a lesson. For the whole class I used eye contact, calling on a friend, pulling a stick with a students name on it, and turn and talk to your neighbor. I also called on students throughout the lesson who had their hand raised.

- a. Describe your pedagogical practices during this lesson. What changes did you make before and during the teaching of this lesson? What will you do differently next time and why?

This lesson was continued over two days because there was not enough time to finish it in the given time frame. During the second day of the lesson I focused on vocabulary and made sure the students understood what the vocabulary words meant. I spent extra time going over what each word meant. Next time, I would have to students get up and show me what "wobbly" and "steady" is. This would help reinforce the definition of each word and the motions would keep the students engaged and motivated.

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APPENDIX A: POSITIVE STUDENT PROFILE FOR THREE STUDENTS PRESENT FOR THIS LESSON

Directions: Select three focus students to keep in mind during this lesson designing process. These students should represent an academic, behavioral and/or social range of students in your class (e.g. struggling, average, high performing).

Write a positive student profile for each of the students, include the following information: 1) background, 2) likes/dislikes, 3) intelligences, 4) strengths, 5) communication skills/needs, 6) behavior, 7) academic performance, 8) social skills, 9) concerns, and 10) other relevant information.

Student 1: Positive Student Profile

1. This student lives at home with her family. She has a traditional home life with a mother and father. Her family is very supportive and they want her to be successful in all she does.
2. She likes playing on her ipad and her favorite color is pink.
3. This student is always engaged and ready to learn. She often volunteers to answer questions and she is always on task. This student is a visual learner and does very well with reading and comprehension types of learning tasks.
4. This student is very good at reading and she is very good at remembering things. This student responds well to all different activities and does well in all kinds of settings. This student does well across the board.
5. This student has very good communication skills. She doesn't have a problem for asking for help if she needs it and she communicates well with her peers and teachers.
6. This student is well behaved and has never had a problem with misbehaving.
7. This student is a gifted student and can read at a level R or higher using Fountas and Pinnell.
8. This student gets along with all of the other students in the classroom. This student is very social and can sometimes get too involved in other classmates business. Sometimes she likes to take charge and can come off as a little controlling.
9. There are no concerns for this student.

Student 2: Positive Student Profile

1. This student lives at home with her family and has a traditional home life. Her family is very supportive and wants her to be successful.
2. This student likes playing with her friends, she likes playing on the computer, and she likes her stuffed animal lizard. This student also enjoys coloring and drawing.
3. This student is engaged and ready to learn. If she is having difficulty she has no problem asking for help. This student is on level in all areas, except there needs to be a little more focus on reading comprehension. This student is a visual learner.
4. This student has very strong listening skills and is always engaged during lessons. She always has her hand raised to answer questions and she puts fourth a lot of effort during learning and listening.
5. This student has good communication skills with her peers and her teachers. This student has trouble sometimes with written communication during reading comprehension. This is something she is working on all the time.
6. This student is very well behaved and has never had a behavior problem before. The student is always on task and engaged.
7. This student is on level in all areas. She needs a little more focus on reading comprehension but this is something the student works on constantly.
8. This student gets along well with all the students in the class. She is always helping other students out and she is very kind. She includes everyone in games during playtime.
9. There are no concerns for this student.

Student 3: Positive Student Profile

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1. This student lives at home with her family and has a traditional home life. Her family is supportive in all she does. This student was home schooled for the first half of kindergarten and then she went to school to finish out the year. After that school year was over, the student was home schooled again for all of first grade. The student returned to the school for second grade.
2. This student loves doing math and often asks to do extra problems for homework. She likes drawing and coloring and she enjoys playing on the computer.
3. This student is a visual learner. This student is engaged and ready to learn. She always tries her best. This student receives Academic Intervention Services or AIS for reading.
4. This student has strong listening skills and always volunteers during learning and listening or math lessons. This student is always willing to try and asks for help if needed.
5. This student communicates well with her peers and teacher. This student has trouble pronouncing words at times, so it can be difficult to understand what she is saying.
6. This student is very well behaved and doesn't misbehave.
7. This student is working to close the gap in all academic areas. She is a very hard worker and tires everyday.
8. This student gets along well with all other students in the class. She is shy at times but most times she is talking and playing with other students. She is very kind to everyone.
9. The only concern for this student would be working to close the academic gap.

APPENDIX B: KEY INSTRUCTIONAL MATERIALS

Directions: Include copies of key instructional materials for this lesson, such as presentation slides, interactive whiteboard images, and handouts.