

Lesson Plans 2 & 3

The following two lessons of my unit will be based on what animals do in winter.

Choosing animals in the winter was inspired by my students. One of my first lessons with this class was about what they do in winter. Both of my classes spoke about watching winter animals. Therefore, I felt like this would be a great opportunity to begin my unit using animals in the winter environment

Brief description of the two lessons:

The students will also view a live camera of a polar bear. They will listen to the storybook *If Polar Bears Disappeared* by Lily Williams. The students will listen to the storybook *Over and Under the Snow* by Kate Messner about the different animals in winter. They will discuss the different habitats of animals during the wintertime and the effects of climate change on winter animals. They will learn about different vocabulary. The students will explain what they have learned about the animals in winter on the worksheet by writing and drawing (Lesson Plan 3 – Appendix A).

Polar Bears and their Environment

Lesson Details

Title of lesson: Polar Bears and their Environment

Brief description:

The students will view a live camera of a polar bear. They will listen to the storybook *If Polar Bears Disappeared* by Lily Williams. They will discuss the different habitats of animals during the wintertime and the effects of climate change on winter animals.

Inspiration:

The live camera was discussed with me and my cooperating teacher. The book *If Polar Bears Disappeared* by Lily Williams was lent to me by my cooperating teacher.

Prior experience/knowledge required:

The students will need to have social skills to discuss the various arctic animals and climate change. The students will need to be able to comprehend the texts read to them.

Materials/resources:

- *If Polar Bears Disappeared* by Lily Williams
- SMARTboard
 - Video live cameras
 - San Diego Zoo – Polar Cam
 - <https://zoo.sandiegozoo.org/cams/polar-cam>
 - The Alaska Zoo – Polar bear Cam
 - <https://www.alaskazoo.org/polar-bear-camera>
 - Live Cam
 - <https://explore.org/livecams/polar-bears/polar-bear-ouwehand-twin-cubs-cam-2>
 - <https://explore.org/livecams/polar-bears/polar-bear-ouwehand-twin-cubs-cam-2>

Organization of space:

The students will be given to opportunity to view the live cameras anywhere in the classroom (where they feel comfortable). They will be encouraged to listen to the book at the story time space in the classroom. Two students will have scoop chairs. One student will have the pillow.

Transitions:

Before the lesson, the students will be doing Calendar. To transition, they will be invited to do a GoNoodle to energize themselves. After the lesson, they will switch into snack time. They will return to their desks and disinfect their hands for snack time.

Targeted Professional Competency

3. To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

Curricular Competencies, Objectives, and Assessment Plan

Targeted Curricular Competency and Feature	Objectives	Evidence that the Objective has been met	Assessment
<p>ELA</p> <p>Competency 1 – To read and listen to literary, popular and information-based texts.</p> <p>Key Feature – To use a response when reading and listening to literary, popular, and information-based texts.</p>	<p>The students will verbally share information learned from reading/listening to a text.</p>	<p>The students might discuss facts they know about climate change.</p> <p>The students might talk amongst each other about what is happening to the polar bears’ homes.</p> <p>Some students might discuss different ways to help the polar bears and the environment to reduce risks of climate change.</p>	<p>This discussion is not a formal evaluation.</p> <p>To assess that the objective has been met, the teacher will use a running record to remember what the students said. This will ensure that they have responded to the text read to them.</p>
<p>Science and Technology (cycle 1)</p> <p>Competency – To explore the world of science and technology.</p> <p>Key Feature –To become familiar with certain aspects of the languages used in science and technology.</p>	<p>The students will use specific and correct words to describe scientific concepts.</p>	<p>The students might use the word “habitat” when explaining the home of the polar bears.</p> <p>The students might say the proper animal names viewed in the arctic.</p> <p>The students might discuss the various reasons for climate change (i.e., pollution)</p> <p>The students might talk about what climate changes means for the environment.</p>	<p>This discussion is not a formal evaluation.</p> <p>To assess that the objective has been met, the teacher will use the running record to remember what the students said. This will ensure that they are using scientific language.</p>

Procedure

Introduction

The students will discuss where polar bears live.

- They will be prompted to by the Live Cameras.
- The students will have the opportunity to look at the Live Cameras for serval minutes.
 - They will be encouraged to talk about what they see from the live camera.

Development

The students will listen to the information-based book *If Polar Bears Disappeared* by Lily Williams. While listening to the story, they will be prompted to think about the animals they are seeing and what they are listening to throughout.

- The students will be invited to discuss the events in the book.
- The students will be given the opportunity to discuss the polar bears and their habitats with different prompts, such as:
 - Why do you think the polar bears home is melting?
 - What is climate change?
 - What causes climate change?
 - What is pollution (etc.)?
 - What are things we can do to help?
 - Is it only happening in the polar bears habitat?
 - Do you think the issues of climate change are happening in our home?

Conclusion

To finish the lesson, the students will be invited to share one think they have learned from the reading, whether it be about the animals or climate change.

Accommodations/Modifications

Some students may need to sit close to the teacher or in the back to avoid disrupting others and ensuring they understand the material.

Animals in Winter Lesson Plan

Lesson Details

Title of lesson: Animals in Winter

Brief description:

The students will listen to the storybook *Over and Under the Snow* by Kate Messner about the different animals in winter. The students will then discuss what new or interesting facts they learned as a class. They will be asked questions throughout the book to see if they understand. They will learn new vocabulary, such as hibernation, predator, prey, and habitat.

Inspiration:

This book was recommended by one of my peers in the ECEE program.

A similar worksheet was found at:

https://www.gradeonederful.com/2018/01/over-and-under-snow-review-freebies.html?fbclid=IwAR2sc1jIM84ye47lu2NmvYr4b5BaqXmgCr8fUGaEZnaIbh_rCgDLEHAP7XA.

Prior experience/knowledge required:

The students will need to have social skills to discuss the various animals. The students will need to be able to comprehend the texts read to them. The students will need to know how to write a proper sentence (capital and period). They will need to have knowledge of sound to print correspondence.

Materials/resources:

- *Over and Under the Snow* by Kate Messner
- Small, lined papers for writing the students sentences (one per student)
- “What I learned” Worksheet (Appendix A)
- One duo tang for each group (to make the classroom book)
- Students’ Pencils and Erasers
- Students’ colouring material

Organization of space:

The students will be encouraged to listen to the storybook at the story time space in the classroom. They will be invited to stay at their desk during the worksheet. Two students will have lap trays with scoop chairs. One student will have the rocking chair. One student will have the pillow. The students are invited to stand.

Transitions:

Before the lesson, the students will be coming inside from recess. To transition, they will be invited to do a GoNoodle to energize themselves. After the lesson, they will have lunch time. They will be asked to get their outdoor clothes on and their lunchboxes. They will head down to the gym for lunch. They will disinfect their hands.

Targeted Professional Competency

3. To develop teaching/learning situations that are appropriate to the students concerned and the

subject content with a view to developing the competencies targeted in the programs of study.

Curricular Competencies, Objectives, and Assessment Plan

Targeted Curricular Competency and Feature	Objectives	Evidence that the Objective has been met	Assessment
<p>ELA Competency 2 – To write self-expressive, narrative and information-based texts. Key Feature – to follow a process when writing.</p>	<p>The students will outline information from an information-based text through writing.</p>	<p>The students might create a sentence about an animal’s adaptations in the winter (e.g., behaviour, homes in winter, changes in the animal). The students might talk about the foods of winter animals and/or how they get their food. Some students might use the words, such as hibernation, predator, prey, and habitat.</p>	<p>This discussion is a formal evaluation. To assess that the objective has been met, the teacher will use a rubric to evaluate the relevance of the sentence (Appendix B).</p>
<p>Science and Technology Competency 1 – To explore the world of science and technology. Key Feature –To become familiar with certain aspects of the languages used in science and technology.</p>	<p>The students will use specific and correct words to describe scientific concepts.</p>	<p>The students might use the word “habitat” when explain the home of an animal. The students might say the proper animal names. Some students might use the words, such as hibernation, predator, prey, and habitat. The students might say to correct homes of the animals.</p>	<p>This discussion is a formal evaluation. To assess that the objective has been met, the teacher will use a rubric to evaluate the scientific language used by the students in their sentence (appendix B).</p>

Procedure

Introduction

The students will sit on the floor in the reading area.

- They will be prompted to discuss the different animals they might see in winter.
- The students will be invited to think about the animals they do not see in winter.

Development

The students will listen to the storybook *Over and Under the Snow* by Kate Messner. While listening to the story, they will be prompted to think about the animals they are seeing throughout. The students will also be invited to listen to the facts about the various animals seen at the end of the book.

- The students will be given the opportunity to discuss the animals and their habitats with different prompts throughout the book reading, such as:
 - Why do you think bears sleep during winter? What do they do before they go sleep?
 - Why do most animals stay under the snow?
 - Why do you think the fox is listening to the snow? Is the fox a predator and prey?
 - Why does the beaver mostly stay inside during the winter?
 - Have you seen any of these animals in the wintertime?
 - What do is a rodent?
 - What are other animals that we see or talk about during winter?
- After reading the book, the students will discuss the animals they saw, and the animals did not see.
 - What animal did you learn about?
 - What interesting fact did you like?
 - What animals did we not see? Are there other animals we didn't talk about that we see or hear about in winter?
 - Why did the author/illustrator choose to show us what happens under the snow?

The students will return be encouraged to their desks after reading the book.

- The student will tell the teacher what they have learned, and the teacher will write them down on a loose leaf of paper for the students to copy from.
 - *This is to ensure each child has understood the book.*

On the worksheet (Appendix A), the students will begin by writing out their sentence using proper grammar and punctuation. Once they have completed their sentence, they are invited to draw a picture associated to the sentence.

Conclusion

To finish the lesson, the students will see that all of their facts are compiled in a book (duo tang). The students will listen to their compiled book about winter animals.

Accommodations/Modifications

Some students may need assistance when finding their facts and writing it down, attention to remember what they have written down when it comes to their drawing, and/or need a visual checklist to help them stay on track.

Appendix B

Winter Animals - Writing Evaluation					
The student listened to "Over and Under the Snow" by Kate Messner and "If Polar Bears Disappeared" by Lily Williams. They wrote about information they learned.					
	1	2	3	4	5
Writing <ul style="list-style-type: none">- The student used proper grammar (capitalization and period).- The student included appropriate spacing between the words.- The sentence was complete.					
Comprehension <ul style="list-style-type: none">- The student was able to form a sentence relevant to the information they heard in the books.- The student discussed behaviours, food, and environments of animals in winter.					