



# Lesson Plan Template

Date: September 2020

	<p><b>Explain: (teacher-led)</b></p> <ol style="list-style-type: none"><li>1. start by introducing the activity<ol style="list-style-type: none"><li>a. “ok friends today we will be learning more about how animals survive in the wild. We will be focusing on the form and the function of different traits. If you look at this poster you will see three different types of traits. hooves, webbed feet, and feathers”.</li><li>b. “Now raise your hand and wait for me to call on you if you can give me an example of an animal that has hooves.”<ol style="list-style-type: none"><li>i. allow students time to think and call on a few. Affirm students who give correct answers and correct any wrong answers but saying thanks for your response.</li><li>ii. write students examples on another poster.</li></ol></li><li>c. “these are all great examples of animals that have hooves, which is the form of this trait”.</li><li>d. “now why do you think these animals were given hooves instead of webbed feet, what is their function”.<ol style="list-style-type: none"><li>i. allow students time to think and call on a few. affirm students who give correct answers and correct any wrong answers but saying thank you for your response.</li><li>ii. write students' responses on another poster.</li></ol></li></ol></li><li>2. repeat this process done on hooves for webbed feet and feathers.</li><li>3. “now friend I want you to think about birds, do birds have mouths? “<ol style="list-style-type: none"><li>a. “your right birds have beaks, why do you think birds have beaks and why are birds beaks shaped differently”.</li><li>b. “Yes they use their beaks to catch food”</li></ol></li><li>4. “now we are going to do an activity to test how different beaks would catch prey”.<ol style="list-style-type: none"><li>1. “Ok friends now we are going to transition to around this blanket when i say go. When you get to the blanket, do you think you should touch anything?” wait for no. “ok go”</li><li>2. say “Friends we are going to play a game, and pretend that you all are birds, and these beans are the prey. I’m going to be giving you all these cups, which will be your stomachs. Now your job is to get the beans or prey, into your stomach, cup.”</li><li>3. ask” But friends, do bird use their hands??” wait for a response. “No they use beaks. So you will be using utensils that I give you. The utensils are different shapes so some of you might have a hard time catching prey. But don’t worry, you’ll have a chance to try with another “beak”.”</li><li>4. say “Now students, I’m going to count you off into 3 groups. When you get your number, I want you to hold up that many fingers and stay seated.” Count off students</li><li>5. ask “My one’s can you raise your hands.” pass out spoons to group one. Repeat with groups 2 and 3, passing out forks and popsicle sticks. Remind students not to begin.</li><li>6. say “now I’m going to set a timer for 1 minute, and youre going to try to get as many beans, or prey, into your cup, using only your “beak”.</li></ol></li></ol>
	<p><b>Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)</b></p> <ol style="list-style-type: none"><li>7. Set timer, and complete activity.</li><li>8. Once the timer beeps, ask all students to stop catching prey. Now ask each student to count how many prey they got. “With a raise of hand, can someone share how they did” Ask student what type of utensil they had. Repeat a few times getting examples from all three groups.</li><li>9. Lead the conversation towards identifying what the most effective “beak” was.</li><li>10. Repeat the activity if there is time and if students wish to.</li><li>11. Ask “now boys and girls I’m going to go back to the question we talked about before. Why do you think birds beaks are shaped the way they are?”</li><li>12. Lead the conversation towards the fact that the beak’s shape helps them catch prey and eat. So the beak, a feature. Has what function?” Reiterating the function of the beak’s shape is to catch and eat prey.” What would happen if there was a bird with a beak shaped like the popsicle stick?” Guide conversation towards the importance of certain features for survival.</li></ol>
	<p><b>Closure (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"><li>1. say “Now my friends if you would please dump all the beans back and once you are finished wait for instructions from the next leader”.</li></ol>
<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"><li>• Progress monitoring throughout lesson (document of student learning, data collection)</li></ul>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p>

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<b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>	

The lesson went really really well. The students in the learning center really grasped the concepts of structure and function. They were able to think critically about why certain animals had certain structures. They made connections between an animals habitat and the features they had to help them survive better. The second part of the lesson was a hands on activity that explored the relationship with between the food an animal ate and the features they had to help them acquire that food.

If I had to teach this again, I would definitely be more intentional about the groupings of students. The experiment involved some groups succeeded above and beyond at “catching prey”, and other doing not so well. Some of the students took this personally, even through each student had a chance to use each tool. I might find a way to have them observe this outcome without directly participating in it. Most students handled this fine, however some were very discouraged and I believe that inhibited further learning of the concept.