

Tennessee Tech University
LESSON PLAN TEMPLATE

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Lesson Title: What if you had Animal Hair?

Grade/Level: 1st Grade

Curriculum Standards	Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
Grade 1: Standard 1- Cells GLE0107.1.1 Recognize that living things have parts that work together.	<u>Focus Question:</u> What are the different types of animal hair, and what can animal hair do? <u>Big Idea:</u> Some animals have quills, scales, a mane, short hair, long hair, thick coat, or thin coat. Animal hair can keep the animal warm, help a heavy animal float in water, act like a suit of armor, keep an animal from overheating, attract a mate, confuse a predator, camouflage an animal, and help an animal move through its environment. <u>Goal:</u> For students to develop a love and understanding for their environment and the animals in it?	<u>Rationale:</u> It is important for students to learn that living things have parts that work together because in doing so they learn about themselves. Teaching students about the parts of living things and how they work will make children aware of their environment and themselves. Also, through teaching students about how living things have parts and that those parts work together to help the living survive, students will learn how their parts work together to help them survive.
<u>Lesson Objective(s)</u>		<u>Theoretical Reasoning:</u>
<ol style="list-style-type: none"> 1. The student will recognize that some living things have hair. 2. The student will describe the different types of animal hair. 3. The students will describe what the different types of animal hair can do. 4. The student will identify and define the vocabulary of the lesson. 		Multiple Intelligences- This lesson was created to reach a number of multiple intelligences present in Howard Gardner's Theory of Multiple Intelligences. The lesson specifically addresses verbal/linguistic, bodily/kinesthetic, naturalist, intrapersonal, interpersonal, and visual/spatial learning styles in order to help students with varied learning styles grasp that living things have parts that work together, such as hair. (see Adaptations section) Gardner, H. (2000). <i>Intelligence reframed: Multiple Intelligences for the 21st century</i> . New York: Basic Books.
<u>Vocabulary/ Academic Language</u>		Vygotsky- Vygotsky's theories explain the importance of social interaction in learning. This lesson incorporates Lev Vygotsky's Sociocultural Theory by having the students be in a whole group setting while answering questions during the instruction. Also, Vygotsky talks about the zone of proximal development (ZDP), which is the zone between what a student can do without help and what he/she can do with help. This lesson incorporates Lev Vygotsky's ZDP by allowing the students to ask for help
<u>Vocabulary:</u> Mane- Long, thick hair on the back of the head, neck, and shoulders Quills- Needlelike hairs <u>Academic Language:</u> Predator Prey Sheds Pride Herd * Students will discuss the vocabulary terms during the Animal Hair KWL chart and the reading of <i>What If You Had Animal Hair!?</i> The students will have a chance to work with the vocabulary during the Animal Hair Poster.		
<u>Assessment/Evaluation</u>		
<u>Formative:</u> Throughout the lesson, the teacher will monitor the students' understanding in a variety of ways. The teacher will use the students' answers of what they know about animal hair from the Animal Hair KWL Chart as a pre-assessment to see what background knowledge the students have about animal hair. This assessment requires students to think about what they already know, which brings their knowledge about animal hair to the surface. During the read aloud, the teacher will ask the students a variety of probing questions to assess their current understanding about animal hair. (see Questions section) At the end of the read aloud, the teacher will ask the students to define each term to assess what students know about the vocabulary definitions. The teacher will give the students feedback on their definitions, depending on if their definition was		

<p>correct or incorrect. If a student's response is correct, the teacher will tell the student why his or her response is correct, and if a student's response is incorrect or needs more detail, the teacher will provide clarification as needed and ask probing questions to guide the student in the right direction to improve his or her response. Finally, the teacher will use the students' responses on the last column of the Animal Hair KWL Chart (see Attachment A) as an assessment of how well the students can describe the different types of animal hair and what animal hair can do. If the students' responses are incorrect, the teacher will provide feedback and guide the students to improve their responses.</p> <p><u>Summative:</u> The teacher will check for mastery by collecting the Animal Hair Poster (see Attachment B-D) The teacher will look at the poster to check for mastery of the lesson objectives. It is considered mastery, if a student is able to describe a type of animal hair, explain what the type of animal hair can do, and provide a valid fact about the animal hair. For those students who do not achieve mastery, I will draw their attention back to the page in the <i>What If You Had Animal Hair!?</i> book. I will go over the animal hair and its job again, and support the student while they are fixing their poster.</p>	<p>while working on their Animal Hair Poster. Vygotsky, L.S. (1978). <i>Mind in society</i>. The development of higher psychological processes. Cambridge, MA: Harvard University Press</p> <p>Bloom's Taxonomy- The teacher is using Benjamin Bloom's Taxonomy by asking higher-order thinking questions, rather than yes or no questions. These types of questions allow students to use their critical thinking skills, which help the students to understand how estimate and measure using nonstandard units. (see Questions section) Bloom's Taxonomy. (n.d.). Retrieved from http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm</p>
<p>Instruction Total Time: Approx. 60 min.</p>	<p>Marzano's Nine Essential</p>
<p><u>Set/Motivator:</u> "I Can" Statement- (Approx. 5 min.) The teacher will begin the lesson by having the students come and sit in front of the whiteboard. The teacher will then go over the lesson standards, objectives, and "I can" statement, and he or she will have the students repeat the "I can" statement. Next, the teacher will display the lesson schedule and explain that there will be a Animal Hair KWL Chart, read aloud, and Animal Hair Poster construction.</p> <p>Animal Hair KWL Chart- (Approx. 10 min.) After the teacher has gone over the lesson outline and schedule, he or she will tell the students that animals are made up of many different parts and those parts work together. Then, he or she will ask the students to name some animal parts and explain what those parts do. After some students have shared, the teacher will explain that today they are going to talk about animal hair, the different types, and what animal hair can do. Then, he or she will have the students feel their own hair and share something things that human hair can do. Next, the teacher will display the Animal Hair KWL Chart (see Attachment A) and write the students response as they share what they already know about animal hair and what they want to learn. After a few students have shared, the teacher will review the chart by reading each response aloud.</p>	<p>Instructional Strategies- <u>Reinforcing Effort and Providing Recognition-</u> If a student is struggling, the teacher should pause to discuss the problem, then prompt with suggestions. If the student's performance improves, offer praise. In this lesson, the teacher will observe each student's answers to questions during the whole group instruction, provide any clarification that is needed and offer praise when performance improves.</p>
<p><u>Instructional Procedures/Learning Tasks:</u> <i>What If You Had Animal Hair!?</i> Read Aloud- (Approx. 10 min.) The teacher will then display <i>What If You Had Animal Hair!?</i> and explain to the students that they are going to learn what different animals are able to do because of their unique type of hair. The teacher will also tell the students that they need to listen very carefully because later on in the lesson they are going to choose what type of animal hair they would have and explain why. Next, the teacher will read <i>What If You Had Animal Hair!?</i> aloud to the students. Then, the teacher will close the book and have the students turn to their partners and share what type of animal hair they would have and why. Also, the teacher will call on a few students to share to the whole class. (see Objectives 1, 2, 3, and 4)</p> <p>Animal Hair Poster- (Approx. 30 min.) After a few students have had the opportunity to share, the teacher will ask the students a few questions to review what they have learned about animal hair. (see Questions section) Then, the teacher will display his or her Animal Hair Poster and share it with students. Then, the teacher will explain to the students</p>	<p><u>Setting Objectives and Providing Feedback-</u> Setting objectives and providing feedback provides students with a sense of direction. The teacher sets objectives for the students when creating this lesson, and provides feedback during the lesson's assessments and other activities.</p> <p>Information taken from http://www.middleweb.com/MWLresources/marzchat1.html</p> <p>Modeling- Heather Coffey has found in her research that modeling in the classroom has many benefits. "Research has shown that modeling is an effective instructional strategy in that it allows students to observe the teacher's thought processes. Using this type of instruction,</p>

<p>that they have to complete the writing part first by writing the name of the animal they would have hair like, explaining why they choose that type of animal hair, and naming one fact about that animal's hair. (see Attachment B-D) Also, the teacher will remind the students that they need to use capitals and punctuation when they are writing. Next, the teacher will explain to the students that they can use crayons and draw the hair on construction paper to make that animal's hair. Finally, the teacher will have the students return to their desks and complete their Animal Hair Poster. (Objectives 1, 2, 3, and 4)</p> <p><u>Questions:</u></p> <p>What animal has a double coat of Arctic snow white hair to keep it warm?</p> <p>What animal has a double coat that keeps it warm by trapping air and helps it to float in water?</p> <p>What does a Musk Ox's hair help it do?</p> <p>What would an animal's hair need to be able to do if it lived somewhere hot and with lots of other animals?</p> <p>Why or why not would an Arctic Wolf survive if it had no hair?</p> <p><u>Closure:</u></p> <p>Animal Hair KWL Chart- (Approx. 5 min.)</p> <p>To close the lesson, the teacher will have the students come and sit in front of the whiteboard. The teacher will display the Animal Hair KWL chart again and fill in the last column while the students are sharing what they have learned about animal hair. Finally, the teacher will ask the students to place the number of fingers on their shoulder that corresponds to their learning: 3 fingers (they will be able to go home tonight and tell someone a fact about animal hair and what it can do), 2 fingers (they still are unsure about what animal hair can do), or 1 finger (they have no idea what animal hair is or can do).</p> <p><u>Material/Resources:</u></p> <p>Animal Hair KWL Chart (Attachment A)</p> <p>Marker</p> <p><i>What If You Had Animal Hair!?</i> by Sandra Markle</p> <p>Student Pictures</p> <p>Construction Paper</p> <p>Scissors</p> <p>Glue</p> <p>Crayons</p> <p>Animal Hair Writing (Attachment B-D)</p> <p>Animal Hair Poster Teacher Example</p>	<p>teachers engage students in imitation of particular behaviors that encourage learning.”</p> <p>Information taken from http://www.learnnc.org/lp/pages/4697</p>
<p><u>Adaptations to Meet Individual Needs:</u></p> <p>High-Level Learners-</p> <p>The teacher will adapt the instruction to meet the individual needs of high-level learners by differentiating the Animal Hair Poster. (Attachment B) For the high-level learners the teacher will have them write an explanation of how they would care for their hair if they had whatever type of animal hair they chose. This will challenge the high-level learners because they will have to really think about the characteristics of the type of animal hair and think of a way to care for it so it can carry out its purpose.</p> <p>Struggling Learners-</p> <p>The teacher will adapt the instruction to meet the individual needs of the struggling learners by differentiating the Animal Hair Poster. (Attachment D) The struggling learners will not have to include a fact about the animal hair they choose, they will just have to draw where they would live if they had that type of animal hair. Also, their Animal Hair Poster will have more sentence starters.</p> <p>Gardner's Learning Styles-</p> <p>Verbal/ Linguistic- Throughout the lesson, students will be working with words, reading, and writing to display their knowledge to the teacher. (see Set, Instructional Procedures, and Closure)</p>	

<p><u>Bodily/Kinesthetic</u>- The students will be doing hands on learning when they are making a type of animal hair out of construction paper. The students will have to use their hands to make a model of the animal hair. (see Animal Hair Poster)</p> <p><u>Visual/Spatial</u>- The students will have to use their hands to make a model of a type of animal hair. (see Animal Hair Poster)</p> <p><u>Naturalist</u>- This lesson is a lesson about nature and animals. The students will be learning about animal hair what it can do.</p> <p><u>Intrapersonal</u>- The students will be working independently to construct their Animal Hair Poster.</p> <p><u>Interpersonal</u>- Students will be in a group setting during the teacher's instruction. The students will have to answer questions and participate in discussion in a group setting.</p> <p><u>Management/Safety Issues</u>: To insure that the teacher and the students will be able to hear each other and the correct student will have the opportunity to answer a question during discussions, the teacher will remind the students to raise their hands and to stay quite unless they are called on by the teacher. The teacher will also remind the students that they need to be courteous of each other and stay quiet during the Animal Hair Poster, so each student can concentrate on their poster. Also, the teacher will remind the students that they need to be careful when using scissors. The teacher will explain that they need to pay attention when they are cutting their paper; making sure not to cut their finger. Finally, the teacher will remind the students that they need to walk in the classroom when transitioning.</p>	
<p><u>Reflections/Future Modifications</u>:</p>	

 Student Teacher Signature/Date

 Supervisor/Date