

**Dakota State University
College of Education
LESSON PLAN FORMAT**

Name: ___Katie Stier___
Grade Level: ___1st Grade___
School: ___Kennedy Elementary___
Date: ___11/28/2018___
Time: ___12:45-1:20pm___

Reflection from prior lesson:

Students in this class do not have much work with science, but they love it when they get a chance to do it. Engagement and participation is usually extremely high when they are learning about Science. This group is a group that doesn't require much direct instruction. They have a preference for learning from each other, through discussion and games. Drawing and writing are other strengths that this group has. They would rather show their knowledge through drawing and writing than through a worksheet. For this reason, students will be discussing and using their drawing to learn about parents and offspring.

Lesson Goal(s) / Standards:

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Lesson Objectives:

After watching a video about penguins, students will recall and describe at least 3 patterns that penguins use to help their offspring.

After the lesson, students will share their knowledge by drawing and coloring a picture to show, with 100% accuracy of reality, what things their parent does to help them.

Materials Needed:

Video- <https://www.opened.com/video/penguin-parent-patrol/95856>
Promethean Board
Paper
Pencil
Coloring materials

Contextual Factors/ Learner Characteristics:

The students in this class have a blast with Science, so participation is typically high whenever Science is done. The students will be returning from a special, so the environment is crazy for around five minutes until settled. This group loves to draw and color. Rather than doing a worksheet or writing out sentences, the students will share their knowledge and participate in the learning by drawing a picture and including labels or a piece of writing to match.

A. The Lesson

1. Introduction (5 minutes)

- getting attention
 - Students will be returning from specials for this lesson, so extra time is needed in order to relax our bodies and get ready for the lesson. Students use unique callbacks to get attention. Teacher will call to the class “classy, classy” and every student is expected to respond with “yessy, yessy”. This will signal to the teacher that the students are ready to learn.
 - “I will give you about 10 seconds to put all of your stuff away. The only thing you will need for right now is your brain.” “When I say *rule 1*, you say *follow directions quickly*. ‘Rule 1’”. Students are expected to respond with follow directions quickly and are to work towards clearing their desk completely.
- relating to past experience and/or knowledge
 - Today in science we are going to talk about parents and their kids. Please raise your hand if your mom or dad or parents ever do things for you that are helpful to you.
- creating a need to know (related to past knowledge)
 - We need to talk about these things that your parents do in order to understand parents and how they interact with their children. Humans and animals have parents and kids, so we need to understand both.
- sharing objective, in general terms
 - Today we are going to learn about penguins so that we can also learn about things that parents do to help their children.

2. Content Delivery (20 minutes)

Video (3 minutes)

- “You are about to watch a video about some penguins. This video is called Penguin Parent Patrol. While you are watching the video, watch closely to see what the parent penguins do for the babies. Also keep an eye on how the parents and the babies communicate and do things together. Make sure you are watching, because I will be asking you later.”
- During this time, the video about the penguins will be watched

Discussion (6 minutes)

- On the Promethean board, we will list things that the penguins did for the babies. We will also go into discussion about what they will be drawing about.
- “Let’s talk about the penguins. What things did you see the mom and dad penguins do that helped their babies?” *allow time for students to shout and teacher to write* possible responses include *the baby takes food out of the mom’s mouth, the mom walks on top of the baby, dad hunts, they lay on each other.*

Independent learning (11 minutes)

- “Now that we have learned about some of the things that the parent penguins do for their babies. Let’s talk about some of the things that our parents do for us.”
 - Allow for time to share what students’ parents do for them.

- possible responses include “buying my toys”, “cooking us food”, “picking us up after school”.
- Record answers on the promethean board.
- “These are all great answers” “I want you guys to hold on to these answers, and I will leave them up on the board. When you go back to your desk, I want you to come up with one thing that your parents do for you. I would like you to draw a three-star drawing to show me what your parents do for you. If I see that it is not three-star drawing or coloring, I will ask you to do it over.
- The rest of the time will be allotted for students to work on their drawing.

3. Closure (10 minutes)

Review and Share (6 minutes)

- “We learned about the things that the penguins do to help their babies. What were some of those things?”
- Allow for responses. possible responses include feeding them, standing on them to keep them warm, etc.
- Great! We also talked about things that our parents do to help us survive. What were some of the things that you drew?
 - Allow time to share what they drew. Students will get upset when not called on, so allow time to remind students that not everyone gets a chance to participate every time.

Transition (4 minutes)

- Students will need extra time transitioning as the next activity is recess.
- “I would like you to hand in your drawing on my desk. Once your drawing has been handed in, your entire desk must be cleared. After I have given you the go ahead, you may transition to get dressed for recess”

B. Assessments Used

- Discussion
 - Were students actively participating? Was the idea of penguins connected to the idea of human parents? Were students meeting behavioral expectations?
- Drawing
 - Were students participating in the activities? Did students express through drawing something that their parents do for them to help them?

C. Differentiated Instruction

- The differentiated instruction in this lesson is minimal, as students get to freely represent their knowledge. For the students that struggle with memory, or may need some guidance, the ideas that we came up with as a group will be posted on the board the entire time.

D. Resources

National Science Teachers of America website- [Penguin Parent Patrol](#)