Name: Lauren D'Ambra

Date of Evaluation: Friday, April 3, 2013

Grade Level: 1st

School: Peace Dale

Duration of Evaluation: 10:50 – 11:40; 12:50 – 1:40

Time of Evaluation: 2 hours

Person Doing Evaluation: Pam Dolan

|  |  |
| --- | --- |
| Lesson Objectives | *What will students know and be able to do as a result of the lesson? How are your objectives related to*  *content and standards?*  **Student Objectives**:   * Students will choose an animal and enhance this animal by identifying at least one borrowed feature   that could help this animal to better adapt to its environment.   * Students will explain in writing and/or verbally how an animal’s feature(s)/behavior(s) helps it to   survive in/adapt to its environment.  [CCSS.ELA-Literacy.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  [CCSS.ELA-Literacy.RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  RHODE ISLAND STANDARDS AND STATE FRAMEWORKS: Science (2001)  THE LIVING ENVIRONMENT   * Stories sometimes give plants and animals attributes they really do not have. * Plants and animals have features [adaptations] that help them live [survive] in different environments. * Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another. |
| Instructional Materials,  Activities, and  Tasks | *What materials, texts, manipulatives, and/or visual will you need for the lesson?*  *(Include copies of visuals, if applicable.)*   * Chart paper * Composition paper with space for drawing * Baskets of nonfiction texts on animals, insects * *Tudley Didn’t Know*, by John Himmelman |
| Instructional Activities Tasks | *What activities will you and your students do, and how are they connected to the objectives?*  *Be sure to include an opening (capture their interest and activate prior knowledge), explicitly detailed*  *procedures, and a closing (e.g. recap).*  **Connection:**  I will use the day’s previous lesson – students observed and drew different animals, noticing body shape  and features and describing how a specific feature may help that animal to survive in its environment –  to bridge this lesson’s introduced concept **of animal adaptations**. Drawing names from the fair can,  I will have students share out their drawings and observations, making a list of the animal and the observed  feature or behavior and how it helps the animal survive in its environment.  To activate existing student schema and thinking about animal adaptations, I will read aloud *Tudley Didn’t*  *Know*, by John Himmelman, which tells the story of Tudley the turtle, who throughout the story borrows  other animal’s behaviors and physical features (i.e. flying like a hummingbird, making his tail glow like a  firefly), only to discover how his own features can help him survive at the end of the story. (25 – 30 minutes)  **Mini-Lesson:**  After the read aloud, I will introduce a student-friendly definition of animal adaptations i.e.  animals that are successful at surviving are called “adapted” to that environment - their bodies are a good  match for survival in their environment. I will help guide student’s thinking about adaptations by co-creating a  chart that lists what Tudley “didn’t know he couldn’t do” and which animal and feature/behavior he  borrowed. (10 minutes)  **Active Engagement:**  Following the lesson, students will be directed to pick an animal – either the animal observed yesterday,  or a new animal, and to draw that animal and add (borrow) a feature and behavior from a different animal.  Students will then write a sentence or two describing the animal, the feature borrowed, and how this feature  and/or behavior can help this animal to better survive in its environment. (30 minutes)  **Post-Discussion:**  Students will come back together as a group and will share out some of their ‘enhanced’ animals, telling the  animal chosen, the borrowed feature, and how this feature/behavior helps this animal in its environment. I  will prompt an open-ended discussion about students’ understanding of animal adaptations, guiding them to  again think about how an animal’s body shape and features/behaviors help it to survive in its environment.  (10-15 minutes) |
| Assessment | *How will you determine what the students know and are able to do during and as a result of the lesson?*   * Students’ thoughts and knowledge contributions during share-out/whole-group discussion * Students’ completed animal drawings and written explanation |
| Learners  Factors | *How does this lesson accommodate different developmental levels of students? How does this lesson*  *accommodate individual differences in approaches to learning? (e.g. multiple intelligences), create*  *connections between the subject matter and students’ experiences, and/or include provisions for students*  *with particular learning differences or needs?*  This lesson addresses the concept of animal adaptations by starting with students’ shared observations and  a shared story, which helps those students with limited background knowledge or more difficulty grasping  the concept to understand what animal adaptations are and look like. Charts (visuals) are provided to help  guide student thinking about animal adaptations. To scaffold those students who may have a difficult time  starting a written explanation, a sentence starter, with key vocabulary words, will be written on chart paper  in the front of the room during active engagement.  Students will help to shape the lesson by contributing their observations i.e. drawings and explanations  ((spatial, bodily-kinesthetic, linguistic and naturalistic intelligences).  *What enrichment opportunities will be provided?*  Students can add more than one borrowed feature to their animals and explain how these features  help the animal to better adapt to its environment. |
| Environmental Factors | *What students grouping will be used?*  Introduction, mini-lesson, and post discussion: whole group  Active Engagement: individual  *What changes will you need to make in the classroom due to instruction, materials, safety, or any other*  *environmental factors, if any?*  Book baskets and composition papers will need to be placed out an easily accessible to students during  active engagement. |

Resources:

Ashbrook, P. (2007). Animal Adventures. *Science and Children*, September 2007, p. 20-22.

Reflection Questions

1. How effective was the lesson plan?

The lesson plan addressed all of the essential elements needed to effectively implement the lesson. The plan provided an effective but flexible framework for guiding students to work independently and to collectively and/or independently understand the concept of animal adaptations.

1. Was the pace of the lesson appropriate?

While the introduction of the lesson has the potential to be bit long for students at this developmental level, the sharing out of student observations is essential to activating background knowledge and the read-aloud is engaging. This particular lesson spanned two 40-minute periods, so there was some break between the read-aloud and sharing out observations about the story; this break could also be implemented right after sharing out students observations from the day’s previous lesson and before the read-aloud.

1. Did you implement effective classroom management strategies? (Ex: Use of proximity, positive reinforcement, etc.)

I used positive reinforcement of student observations, and re-directed or re-worded when necessary, to validate their ideas. I guided/prompted students to answer questions about animal features/behaviors (based on the read-aloud) to keep them engaged during the whole-group discussion. Before starting the independent activity, I asked for student helpers to assist in taking out the book baskets and passing out papers. I gave explicit verbal directions and asked for a student to repeat the directions to ensure that these were clear for students. When it became clear that some students were not sure how to start their explanations, I provided a sentence starter on chart paper at the front of the classroom. I pulled individual students, who needed additional help, up to the conference table, which provides a view of the entire classroom and allowed me to observe and redirect students as needed. As students completed their drawings and explanations, I asked for students to come up to the table and show me their work, which allowed me to provide constructive feedback as needed.

1. Were all students actively involved in the learning process?

While only some students actively shared during the introductory discussion, all students had made observations from the prior lesson and were able to connect with the conversation and read-aloud. The active engagement portion required students to think independently and to produce a unique product.

1. Were the materials of interest to the students?

Most if not all students have shown an active interest in learning about animals by reading nonfiction texts, and the students have also shown me several drawings of animals done in art. The lesson on animal adaptations leveraged these initial interests and encouraged students to think more critically about animal features/behaviors

1. Discuss the effectiveness/ineffectiveness of your teaching. (What worked, what didn’t, how this informs your instruction)

What worked:

* Read-aloud was engaging and was a good introduction to the lesson topic; the story also had a direct connection to the students’ active engagement activity and provided a way to provide background knowledge
* Providing the sentence prompt on chart paper helped students to structure their ideas and provided an introduction to (possibly) new key words – borrowed and environment

What didn’t work:

* Not all students were able to share out their initial drawings and observations – perhaps having a class gallery walk beforehand, and then coming back to the rug and discussing would be a more effective way of involving all students’ work
* We did run out of time at the close of the lesson to have students come back to the rug and share; students will still have an opportunity to do so, but there will be a slight disconnect because of the gap in time

1. Discuss your assessment. (What was learned, how do you know)

While an additional block of time still needs to be set aside to have students share out, most students completed the activity and were able to independently pick an animal and choose a feature to be “borrowed”; some students needed additional prompting to look through other nonfiction texts about animals to get ideas for these borrowed features. Using the sentence prompt, students who completed their drawings were able to think about and write out how this borrowed feature could help the animal to better survive in its environment.