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| **Science Lesson Plan** 3rd Quarter Week 5  Life Cycle (Frog and Chicken) | | | **Grade Level**: Kinder  **Length of Lesson:** 5 days |
| Common Core Standards: **K.RI.1** With prompting and support, ask and answer questions about key details in a text.  **K.RI.2** With prompting and support, identify the main topic and retell key details of a text.  **K.RI.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **K.RI.4** With prompting and support, ask and answer questions about unknown words in a text.  **K.RI.5** Identify the front cover, back cover, and title page of a book.  **K.RI.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  **K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **GDOE Standards:**  **K.1.1** Raise questions about the natural world.  **K.2.1** Observe and give examples of plants and animals identifying how they are alike and how they are different in how they look and in the things they can do.  **K.2.2** Describe how babies, or young, are similar to their parents. | | | | |
| **Core Instructional Strategies:**  \_ X\_ Collaborative Group work  Writing to Learn  \_\_\_\_ Literacy Groups  \_X\_ Questioning  \_\_\_\_ Scaffolding  X Classroom Talk  \_\_\_\_ Other  **Level of Knowledge:**  X Knowledge  \_ X\_ Comprehension  X Application  X Analysis  \_\_\_\_ Synthesis  \_\_\_\_ Evaluation | Anticipatory Set:  1. Read the book, “Frogs” by Gail Gibbons. 2. Review the events in the story and talk about the featured animal, the frog. Ask the students what they know about frogs. | Lesson Objectives: (Students will be able to…)  1. SWBAT identify frog and chicken with 100% accuracy. 2. SWBAT match an adult animal to their offspring with 90% accuracy. 3. SWBAT distinguish the life cycle of a frog and chicken with 90% accuracy. 4. SWBAT distinguish frog and chicken’s habitat with 90% accuracy. | | |
| Materials and Resources: crayons, pictures, paper, worksheets, glue scissors, pictures of frog and chicken’s life cycles.  **Media**  -Video  -Projector  -Computer  -Speakers  -Ipad mini | Procedures: **Day 1: Introduction Frog’s Life Cycle (30 minutes)**   * Using the Science Big Book (page 40-42). Point out the pictures of the frog’s life cycle. * Then, show the short clip of the frog’s life cycle <http://www.youtube.com/watch?v=EDrKq-SE0G0>. * After watching the video, discuss the sequence of events that must occur before a frog develops. First, there are tiny eggs that cling together in the water. Begin to make a list on the board (1. Tiny eggs are in the pond). Ask students what happens next. Prompt students when necessary, and continue to write the sequence of events on the board (2. Tadpoles come out of the eggs and they swim in the pond, 3. The tadpole grows legs and lungs, 4. The tadpole changes into a frog).   **Day 2: Worksheet Frog’s Life Cycle (30 minutes)**   * Review the different stages of the frog’s life cycle. * Students will complete a worksheet. They will cut and paste the pictures of the life cycle of a frog into the correct order.   **Day 3: Introduction Chicken’s Life Cycle (30 minutes)**   * Read "Five Little Chicks" by Nancy Tafuri. * Discuss what the story is about. Check for comprehension.   + Where do chicken’s live?   + Where do chicks come from?   + How do they grow?   + What do chickens eat?   **Day 4: Life Cycle of a Chicken Craft (45 minutes)**   * Review the life cycle of a chicken. * Create a poster of its life cycle. * Cut an egg shape out of a piece of a construction paper. * Print out a little rectangle label from the computer, "Life Cycle of a Chicken" and glue it to the center of the construction paper. * For the first part, create a nest using shredded pieces of a lunch sack or brown paper. Add an egg (oval shaped white paper) onto the nest. * For the next part, cut a larger egg out of white paper and glue it to the construction paper. Draw a jagged edge circle on the egg to represent the egg hatching. Then, have the students color the inside yellow. Add wiggly eyes to represent the chick inside. * ﻿Use another oval egg shape to make a baby chick. Have the students color it yellow and glued it on the construction paper. Then, add the wiggly eyes, and a small orange diamond, folded in half for the beak.  Use a black marker to draw the feet and wings. * Finally, use a red paint to create a handprint for the grown chicken. Wait for the paint to dry, then add the eye, wings, and feet. * See attached sample. Retrieved from <http://www.iheartcraftythings.com/2011/09/life-cycle-of-chicken.html>   http://2.bp.blogspot.com/-o96SyhN53Mk/TnTS8SVeAII/AAAAAAAAGLU/howIHdnBZv4/s400/DSC_5984.JPG  **Day 5: Review & Assessment (30 minutes)**   * Using their worksheets and posters, students will explain the life cycles of the frog and chicken. * Students will also be asked to compare and contrast the two animals. | | | |
| Vocabulary Words: - Life Cycle  - Metamorphosis | Assessment/Evaluation:   * Product assessment. * Performance assessment (Class discussion, group activities). * Observation/ checklist | | | |
| **ESLRS:** (Expected School wide Learning Results)  U,P,I,E,S | Alternative Lessons for the Needs of Individual Students: (Modifications for ESL and J.P.)  * Simplify directions * Sit near teacher * Visual aids * Peer assistance * 1 to 1 help * Extra think time * Modified assessment * Hands on activities | | | |
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