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| **Lesson Plan** | | Teachers: Elizabeth Keppis | | | Day # 2 | | |
| Mathematics Common Core Standards Addressed:  1MD.4 Organize, represent, and interpret data with two categories; ask and answer questions about the total number of data point, how many in each category than in another.  Mathematical Practices Addressed: Classify, counting, interpreting data  Science Standards Addressed: Identify, describe and compare the physical structures of animals. Compare and contrast the physical characteristics in animals. | | | | Students will engage in:   * Independent practice | | | * Whole group * Centers |
| **Time** | **Teachers Role** | | **What are students doing?** | | |  | **Materials** |
| 3-5 minutes | Launch: Teacher will gather students in a circle around the rug and remind them how we where classifying manipulatives the day before. Then teacher will take out different kind of toy animals and ask them **how can they could classify (sort) all of those animals.** Then teacher encourage students to think about real living animals on the zoo and model some classifications with toy animals.  (Depending of students responses )  Questions to ask:  1. What could happen if you put all the same color or same size animals together on a zoo cage?  2. Let's think about their body parts. For example, Do a brown rabbit and a brown snake have the same body parts?  3. Can they live together?  4. Do you wonder why? | | Students will express orally their ideas and teacher will jot everything on the board. | | | | Toy animals |
| 5 minutes | Review/ Connections to prior knowledge: How can we solve this problem? Teacher will say: Let's talk about animals you already know. Let's talk about how they are. teacher will model classify those animals into groups by their physical structures.  Questions to ask:  1. What do you know about their body parts?  2. What do you know about their length, weight, and type of skin?  3. Do you know where do this animals live?  4. Do you know how are they born? | | Students and teacher will make a short list and describe at least two animals (one mammal and one reptile)  Teacher will also draw animal body parts, type of skin, and some environmental features, | | | | Chart paper and markers. |
| 5 minutes | Explore/Learning Activity: Teacher will inform children that scientists classify animals by their physical structure and make groups.  Teacher will introduce the topic about reptiles reading the a book and show them pictures of the three groups of reptiles (snakes, turtles and lizards)  Questions to ask:  1. What do you notice about their body parts?  2. What do you notice about their length, weight, and type of skin?  3. Where do this animals live?  4. How are they born? | | Children will listen, look at the books and participate answering questions. | | | | "About Reptiles. A Guide for Children" by Cathryn Sill (1999)  Snakes Biggest! Littlest! By Sandra Markle  Lizards By Nic Bishop  Box Turtles By Lynn M. Stone. |
| 30 minutes | Potential Independent Practice: Teacher will prepare three inquiry stations.  **Station one:** Children will count how many snakes. How many turtles and how many lizards there are in the book they choose in order to make a hand out graph.  **Station two:** Children will choose one reptile. Then draw it and paste little pieces of precut sand paper or little tissue paper balls simulating reptile skin type and patterns.  **Station three**: Clay dough. Children will reproduce reptile body parts. Children have to count fingers, spikes, legs, skin lines etc.  Questions to ask:  1. What do you notice about this animals skin? did you see shapes, lines or patterns?  2. How many body parts do they have?  3. how long or short are they? | | Children will work 10 minutes in each station on small groups. | | | | **Station One:** a variety of reptile picture books and a hand out graph.  **Station two:**  Sand paper, tissue paper and glue.  **Station three:** Clay dough. |
| 5 minutes | Summary/Closure: Each group will designate one person that shares the result of their enquiry stations to the whole group. | |  | | | | None. |
| Homework assigned: Draw 10 lizards , 12 snakes and 8 turtles. Tell how many in all and what group have less and more reptiles. | | | | | | | Homework notebooks and colors. |