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| **Lesson Plan** | | Teachers: Anne Reidy  03/13/1978 | | | Day # 3 | | |
| Mathematics Common Core Standards Addressed: 1.MD  Represent and interpret data.  4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.  Mathematical Practices Addressed: Classify, counting, interpreting data  Science Standards Addressed:  LE3.1a Compare and contrast physical characteristics in animals. Identify, describe and compare the physical structure of animals. | | | | Students will engage in:   * Small group work | | | * Whole group |
| **Time** | **Teachers Role** | | **What are students doing?** | | |  | **Materials** |
| 3 minutes | Launch: Class, today we are going to continue talking about animals in preparation for our visit to the zoo. We are going to work on figuring out what makes animals the same and different, but with a different species today, mammals! | | Sitting on the rug listening. | | | |  |
| 5 minutes | Review/ Connections to prior knowledge: Let's talk about animals you already know. Yesterday we talked about reptiles and made a list, let’s review what we did yesterday.  Questions to ask:   1. What can we add to this list? 2. What do we know about mammals? 3. What are some of their characteristics? | | Students and teacher will review the list made the day before on reptiles.  Teacher will add more as the students respond.  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 mammals by reading the book and showing them pictures of the three groups of mammals  Questions to ask:  1. What do you notice about their body parts?  2. What do you notice about their length, their weight, and their type of skin?  3. Where do these animals live?  4. How are they born? | | Children will listen, look at the books and participate answering questions. | | | | "About Mammals. A Guide for Children" by Cathryn Sill (1999)  . |
| 30 minutes | Potential Independent Practice: Teacher will prepare inquiry stations for each table that will have pictures of all different kinds of animals, what they eat and where they live. The students will have to sort the pictures into what mammals eat and what reptiles eat, their body type coverings and their habitat  Questions to ask:  1. What do you notice about the animal’s skin?  3. What do they eat?  4. How do they get around?  5. Where do they live? | | Children will work 30 minutes in each station in their groups. | | | | Pictures of mammals and reptiles, their habitats and body coverings. |
| 5 minutes | Summary/Closure: Each group will designate one person that shares the result of their inquiry stations to the whole group. | |  | | | | None. |
| Homework assigned: Draw 5 mammals in their habitat eating something. | | | | | | | Homework notebooks and colors. |