

Observation - Thursday, February 10, 2006 – Grade 2-3 Mrs. Duffy

1a. What are the goals or objectives for this lesson?

The Whale Unit addresses knowledge and skills for literacy, research, and science. Goals and objectives are aligned NYS Learning Standards for English Language Arts and Science. Essential understandings (big ideas) and essential questions as outlined below can be applied to any animal unit and will be used again for a 3rd grade research animal unit.

New York State Standards for English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

New York State Standards for Math, Science, and Technology

Standard 4:

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Essential Understandings:

- Living things are both similar and different from each other and nonliving things.
- Animals are designed to survive in their environment.
- Objects are classified on the basis of similarities and differences in structure and function.
- The continuity of life is sustained through reproduction and development.

Essential Questions:

- How is this animal built to survive?
- What does this animal need to survive? (food, environment, relationships).
- Who are this animal's predators and who are its prey?
- How does where an animal lives affect how it looks? How it behaves?
- How is this animal unique?
- How is it related to other animals?

What Students Should Know:

- Identify properties that can be used to classify animals
- Describe characteristics of animals
- Identify ways animals can be grouped.
- How is this animal unique?

What Students Should Be Able to do:

- Employ research skills to identify and record key information.
 - Compare and contrast different types of animals.
 - Identify characteristics of specific animals.
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1b. Why are these goals or objectives appropriate for these students at this time?

The second half of Kindergarten and First Grade is an exciting time for both teachers and students. Children have: increased attention span, developed basic literacy skills for grade level, show desire to participate, ask questions and share appropriately, the ability to sustain interest on a topic which spans more than one week (eager to share where we left off). Introducing non-fiction – particularly animals and nature are of high interest. There are numerous accessible resources which can be incorporated into rich units of study.

Introduction of non-fiction and research skills should begin in Kindergarten. Students are capable of understanding literature that they cannot yet read. When given the opportunity, they will gladly share their knowledge. They are little fact warehouses on non-fiction topics from flowers to dinosaurs. The following NYS ELA Core Curriculum Competencies associated with the Standards are addressed in the Whales Unit.

Kindergarten / 1st Grade – NYS ELA Core Curriculum Competencies

Background Knowledge and Vocabulary Development

- Learn the meaning of new words and use them in own speech
- Learn new words from books
- Connect vocabulary and life experiences to ideas in books

Comprehension Strategies - K

- Make predictions about story events
- Answer questions about text read aloud
- Retell or dramatize stories or parts of stories

Comprehension Strategies – 1st

- Read grade-level texts for different purposes
- Use graphic or semantic organizers to organize and categorize information
- Ask questions in response to texts

Motivation to Read

- Show interest in reading a range of kindergarten-level texts from a variety of genres, i.e. informational texts
- Show familiarity with some book titles and authors

Composition

- Write compositions that include letters or words and drawings to communicate for different purposes
(e.g., tell stories, communicate feelings, provide information)

Motivation to Write

- Write voluntarily to communicate for different purposes
- Share writing with others

Print Awareness – 1st (K start)

- Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings - draw conclusions from a story
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2a. How will you assess student achievement of these goals and objectives?

- **Individual**
 - Listens attentively during book & multimedia sharing – *Story Time Rubric attached*
 - Responds to questions related to literature, research facts, and multimedia information.
 - Voluntarily shares and asks questions
- **Group Observation**
 - Listens as others share
 - Contributes ideas and experiences connected to whale study
 - Remains engaged
- **Whale Book ~ Process and Product – *Rubric attached***
 - Graphic Organizer – Students will create and complete a Whale Graphic Organizer Paper and/or Web
 - Whale Book
 - Possible “Chapter” Topics:*
 - What does a whale look like?
 - What group does the whale belong to and why?
 - What environment is best a whale and why?
 - What does it eat?
 - How does it protect itself?
 - How are its babies born?
 - Other interesting facts

2b. Why have you chosen the above approaches, and how will you make use of the results?

This unit provides numerous for direct interaction with students as they share responses to questions which require them to:

- Discriminate between factual and fictitious information.
- Recall and state succinctly learned facts (basis for research note-taking)
- Produce a final product which requires demonstration of “What I Know” and “What I Can Do”

Immediate use of information:

- a) Determine background knowledge about topic and respond accordingly.
- b) Adjust pacing ...
- c) Feedback fro future planning – fiction / non-fiction activities isolated from books & then reintegrated , note Taking – identifying and recording “snippets” of key information (prep for 2nd and 3rd grade work)

Teachers are present during lessons, and have the opportunity to observe students using literacy skills beyond the classroom.

3. Describe your plan for instructional delivery. Provide a rationale for each of your choices:

Background & Grouping / Modification:	
Plan	Rationale
<p>KEEP IN MIND: What their research tells us is that on average we recall: 7% of the content of a lecture, • 7 to 15% of what we read; 15 to 30% of content simultaneously using two or more media; about 50% of content that includes interactive discussion, 65-80%% of content that involves practice by doing; more than 85% that involves the teaching others or the immediate application of learning</p> <p>What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (<i>Component 1a</i>)</p> <ul style="list-style-type: none"> ▪ Many children lack background knowledge to make connections to topics being covered. Slow down and build the base so that higher level learning is accessible to all students. Understand what knowledge and previous experiences students are bringing into the classroom. ▪ Material must have meaning for the learner ~ leveled appropriately, simple to complex, stretch but don't frustrate. ▪ Presentation will address different learning styles, engage students with disabilities (9-Types of Curriculum Adaptations) ▪ Incorporate repeated opportunities to practice and use what they've learned. ▪ Provide feedback and reinforcement. 	
<p>Instructional materials, resources, technology:</p> <p>UNIT: From 3 to 4 Weeks</p> <ul style="list-style-type: none"> • Smart Board • Notebook Computers • Books: Fiction / Non-Fiction book pairs <i>Dear Mr. Blueberry, Baby Whales Drink Milk, Humphrey the Whale, Big Blue Whale</i> • Graphic Organizers ~ Technology <i>1st Grade / 2nd Grade</i> – Children will use a web based graphic organizer developed by Mrs. Chauncey. Each student will work with a notebook computer. <i>Kindergarten</i> – Paper Graphic Organizer – fill in with words and pictures. Look ahead to notebook computer usage by demonstrating web based graphic organizer. • United Streaming: Video Clips (Approx 1 – 3 minutes each) Humpback Whales, Blue Whales, Whales are Mammals, Whale Songs • Song: “Baby Beluga” Raffi – Learn, Sing, Record ~ Circle Meeting • Whale Books Project – See attached – K Sample and Grade 1 & 2 Sample • Learning About Whales – Newspaper article with podcasts (selected classes) 	<p>Integration of print, video, movement, music.</p> <p>Students are capable of sustaining interest in a topic over multiple weeks.</p> <p>Pairing Non-Fiction & Fiction – discriminate and identify attributes of each with examples.</p> <p>Attractive, informative culminating project which ~ share with classmates and family.</p>

<p>LESSON 1:</p> <ul style="list-style-type: none"> • Culminating Project: Student Whale Books • Book: <i>Dear Mr. Blueberry</i> – On Smart Board • United Streaming: Video Clips (Approx 1 – 3 minutes each) Humpback Whales, Blue Whales, Whales are Mammals, Whale Songs • Forward Looking: Next week we will read a non-fiction book, <i>Baby Whales Drink Milk</i>. We will begin recording our “facts about whales” ... <p>LESSON 2:</p> <ul style="list-style-type: none"> • Book: <i>Baby Whales Drink Milk</i> • United Streaming: Video Clips (Approx 1 – 3 minutes each) Whales are Mammals, Whale Songs • Graphic Organizer: Research Organizer – Simple – 4-Up. Introduce and set-up using feedback about facts recalled learned in last week’s book <i>Dear Mr. Blueberry</i>, Streaming Videos <p>LESSON 3:</p> <p>LESSON 4:</p>	<p>Each lesson incorporates two more media: literature, video, technology, music,</p> <p>Students share understanding through verbal responses as well as actions (hand raising) – encourages attention to detail and full class participation.</p>
<p>Instructional Strategies / Activities:</p> <p>LESSON 1: Introduce Unit – 5 Minutes</p> <ul style="list-style-type: none"> • Share overview of the is 3-4 Week Unit as a road map to culminating project – Student Whale Books – Show sample booklet. Indicate that we will be using notebook computers to complete research graphic organizers to collect facts for our Whale Books. We will create audio recordings along the way to share with the world in the school newspaper – “Learning About Whales”. • KWL - Ask children what they Know about whales. (Sea World, Museum of Natural History, Whale Watch etc.) (Digital recording of responses...) What We Want to Learn about whales. (Digital recording of responses) Download as mp3’s to include in Newspaper – “Learning About Whales” story. • Tell them that we will be “reading” our first book about whales and viewing some video clips of real whales. As we read we will be “collecting facts”. Next week will begin recording those facts. <p>Book: <i>Dear Mr. Blueberry</i> – 20 Minutes</p> <ul style="list-style-type: none"> • Tell students that this book is both fiction and non-fiction. (Check for recall: What is fiction vs. non-fiction?). • Tell students that Mr. Blueberry will be sharing facts about whales when he writes to Emily – “When you hear a fact, quietly raise your hand and then put it down again.” • Introduce the word “migratory” and “migration” – when you hear the word in Mr. Blueberry’s letter, quietly raise your hand. What strategies can you use to remember this word when I ask you about it next week? • Read the story.... • Following the story ... What facts did we learn about whales? What happened in this story which could not happen in real life? 	

<p>IF Time – Else Next Week...</p> <p>Video Clips: Humpback Whales, Blue Whales – 5 Minutes</p> <ul style="list-style-type: none"> • Share the first 2 video clips – background knowledge, story to real world, scientists work. • Humpback Whales – Talk about scientists who study • Whales Size – Tongue & Heart – discuss before showing <p>Select Books – 10 Minutes</p>	
<p>Grouping of Students:</p> <ul style="list-style-type: none"> ○ Whole group - literature & multi-media sharing ○ Individual and paired work - graphic organizers. ○ Individual work & Teacher directed – Whale Book creation 	
<p>Modifications:</p> <ul style="list-style-type: none"> - Take into account ability to attend, read, listen and respond. - Constant monitoring of group work to ensure students are engaged and participating appropriately. 	

Grandview Library - Story Time Rubric

	4	3	2	1
Respects Others	Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.	Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.	Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.	Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.
Participates Willingly	Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Student volunteers once or twice and willingly tries to all questions s/he is asked.	Student does not volunteer answers, but willing tries to answer questions s/he is asked.	Student does not willingly participate.
Comprehension - <i>Setting</i> - <i>Event Sequence</i> - <i>Character</i> - <i>Conflict (Problem)</i>	Student seems to understand entire story and accurately answers questions related to the story.	Student seems to understand most of the story and accurately answers questions related to the story.	Student understands some parts of the story and accurately answers at least one basic question related to the story.	Student has trouble understanding or remembering most parts of the story and cannot answer questions related to the story.

Whale Book Project

CATEGORY	4	3	2	1
Focus on Assigned Topic	The entire presentation fully represents the assigned topic and allows the reader to understand much more about the topic.	Most of the presentation is related to the assigned topic. The presentation wanders off at one point, but the reader can still learn something about the topic.	Some of the presentation is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the presentation to the assigned topic.
Writing	Students devote a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Students devote sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Students devote some time and effort to the writing process but was not very thorough. Does enough to get by.	Students devote little time and effort to the writing process. Doesn't seem to care.
Illustrations	Illustrations are detailed, attractive, creative, and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.