

(G2.4.1 – Animals, Animals, Animals)

Lesson Title: Animals, Animals, Animals

Standard: G2.4.1

Grade Level: 1

Lesson Materials: Online Resource (I use PebbleGo Database, but you also could use other databases, online encyclopedias, or other online resources)

Lesson Duration: 2-3 days (25 minutes)

Prior to this lesson is a lesson in which students learn definitions and examples of physical description, habitat, and diet.

Dimension	Description
Learning Goals	The learner will: <ul style="list-style-type: none">- Select an animal about which they want to know more.- Use an online source to find specific facts about the animal.- Record facts using a provided organizational structure.- Draw a realistic picture of the animal researched. (i.e. tiger is orange and brown striped with four legs and a long tail)- Shares the information about the animal with classmates.
Criteria for Success For the student: For the teacher:	I can... <ul style="list-style-type: none">- Identify the physical characteristics of my animal.- Identify the habitat of my animal.- Identify the diet of my animal.- Draw a realistic picture of my animal.- Tell information about my animal to my classmates. What the teacher will look for as evidence of success: <ul style="list-style-type: none">- Student correctly identifies required facts about his/her animal.- Student places facts in correct location on organizational structure.- Student draws a realistic picture for animal.- Student tells information about his/her animal to classmates.
Tasks and Activities that Elicit Evidence of Learning	<ul style="list-style-type: none">- Student completes the organizational structure.- Student makes a realistic drawing of animal.- Student tells classmates about animal.

Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions	<p>Questioning Strategies:</p> <p>Key Misconceptions:</p>
Extending Thinking During Discourse	
Descriptive Feedback	<ul style="list-style-type: none"> - As students work, teacher will observe their work and spend at least 1 minute with each student talking about their work, making suggestions, and engaging students' thought processes about the expectations.
Peer Feedback	
Self-Assessment	
Collaborative Culture of Learning	
Use of Evidence to Inform Instruction	

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

Lesson Plan submitted by: DeAn Knopp