

# LESSON PLAN

Mrs. Hulsey's Class 1<sup>st</sup> Grade

<b>Date:</b> August 20, 2018	<b>Learning Session:</b> Science	<b>Unit:</b> Structure, Function, and Information Processing
---------------------------------	-------------------------------------	---

<b>LESSON TOPIC:</b>	Brainstorming with a Circle Map the things that animals need to stay alive
<b>STANDARD:</b>	1. Structure, Function, and Information Processing Students who demonstrate understanding can: 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.* [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]
<b>OBJECTIVES:</b>	Students will be able to: Discuss as a group items that our classroom rat, Dragon, may need to survive while using the Thinking Map/ Circle Map
<b>DO-NOW: (BELL WORK)</b>	State, "Our goal in science today is to use a Circle Map to discuss what Dragon needs to survive. This ties into our unit What Animals Need to Survive. At the end of the lesson you will be able to tell me at least three things our rat, Dragon, needs to stay alive."  Tell the classroom, "On a piece of paper, draw our classroom rat, Dragon, in his cage habitat. Start thinking of the things that he needs to stay alive and happy and healthy and add them to the picture that you are drawing. We are going to discuss what you drew in a bit when start discussing Animal Needs for our Circle Map."
<b>MINI-LESSON:</b>	Walk around and observe what children are drawing and give encouragement where needed. After a few minutes tell the classroom, "Now that you have drawn some items that Dragon needs to stay alive and happy and healthy, try to start LABELING the items that you have drawn. For instance, I have noticed that some of you have drawn food, so try to label the food with the word FOOD and do your best with the spelling but don't stress out or worry about the spelling."
<b>MAIN ACTIVITY:</b>	Ring the bell to get students to freeze: Explain, "Now I know that you want to finish this drawing but we will have time to do that in a minute."

# LESSON PLAN

## Mrs. Hulsey's Class 1<sup>st</sup> Grade

<b>Date:</b> August 20, 2018	<b>Learning Session:</b> Science	<b>Unit:</b> Structure, Function, and Information Processing
---------------------------------	-------------------------------------	---

	<p>Right now I want you to flip your paper over and draw a Circle Map on the back and inside the topic circle, I want you to write ANIMAL NEEDS. (display on the smart board) Now, raise your hand and let's use our circle map to brainstorm ideas regarding what Dragon needs to survive."</p> <p>Guide the conversation, try to make sure FOOD, WATER, BED, SAFE HOME, CHEWTOY, CLEAN BEDDING are included in the conversation and on the Circle Map.</p> <p>Make sure that the students are doing their best following along on their own circle map. Give extra guidance where needed or highlight/modify where needed.</p> <p>The reason why we discussed what Dragon needs to survive is because Dragon, like all animals, need certain things to stay alive. And we, as human beings, are also animals, we are called <i>homo sapiens</i>. The term homo sapiens is a Latin term that means, Wise Man, and that term is the fancy words for Human Beings. And human beings need certain things to survive, just like Dragon.</p>
<b>CLOSING:</b>	<p>I am very glad that we discussed these things because it is important for us as animals to understand what we and other animals need to survive. Tomorrow, we will be using a Tree Map to organize what we brainstormed to state what animals need to survive. Also in math, we are going to start discussing HOW MUCH food Dragon needs to survive. We will be creating a pictograph and graphing how much food Dragon needs to eat during one school year.</p> <p>Let's watch this YouTube Video regarding "Animal Needs."</p>
<b>ASSESSMENT:</b>	<p>While the students are turning in their Circle Maps, state "Tell me three things that Dragon needs to survive" as an informal assessment.</p>
<b>MODIFICATIONS:</b>	<p>Highlight on the students Circle Maps three words: Food, water, shelter. Also, highlight any other terms that the student may brainstorm and come up with.</p>
<b>Thinking Maps Used:</b>	<p>Circle Map</p>
<b>MATERIALS:</b>	<p>Loose Leaf Paper, pencils, smart board, Dragon and his cage fully stocked</p>
<b>TECHNOLOGY:</b>	<p>Youtube Video regarding Animal Needs.</p>

# LESSON PLAN

Mrs. Hulsey's Class 1<sup>st</sup> Grade

<b>Date:</b> August 20, 2018	<b>Learning Session:</b> Science	<b>Unit:</b> Structure, Function, and Information Processing
---------------------------------	-------------------------------------	---

--	--