

**Big Idea(s):** *I want my students to understand that animals are diverse and have special needs and characteristics that help them survive.*

**State Standards:** LE.III.4.e.1-2

All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species; compare ways that living organisms are adapted (suited) to survive and reproduce in their environments; and analyze how species change through time.

**Language of Instruction:** Spanish

**Grade Level:** 3<sup>rd</sup> grade

Stage of Lesson Cycle	
<p><b>Preview Stage – preparing students for success</b> <b>Day 1 and 2</b></p> <ul style="list-style-type: none"><li>• Preview ideas, concepts, and strategies in a non-verbal, physical or pictorial manner.</li><li>• Practice academic oral language in target language.</li><li>• Use highly comprehensible yet cognitively challenging activities.</li><li>• Provide survival language via the curriculum.</li><li>• Put students in heterogeneous groups.</li></ul> <p><i>These are student friendly objectives that were posted at the beginning of the lesson. The objectives were reviewed at the end of the lesson to check for understanding.</i></p> <p><b>Content Objective:</b> <i>Observe the characteristics of different animals.</i></p> <p><b>Language Objective:</b> <i>To use key vocabulary in complete sentences</i></p>	<p><b>Content Objectives</b> – <i>Students will use animal photo cards to observe physical characteristics of an animal (either a Dwarf African Frog, a Fiddler Crab, or a snail to see how adaptations help animals meet basic needs, stay safe and reproduce.</i></p> <ul style="list-style-type: none"><li>• <i>Students will view photos of polar bear, wolf, bat and elephant to begin discussion of physical characteristics of animals. This will lead into the observation of the animals listed above.</i></li><li>• Strategy- Affinity Diagram and open word sort</li><li>• Student grouping- 3 students, heterogeneous these groups will be based on language and learning needs. Two groups of 3 will view photos of one of the selected animals.</li><li>• Differentiation-sentence prompts</li></ul> <p><i>Los animales necesitan _____.</i> <i>_____ ayudan a _____ a _____.</i></p> <p><b>Language Objectives:</b> - <i>Students will use adaptation related vocabulary to discuss orally the physical and behavioral characteristics of animals.</i></p> <p>Adaptation Vocabulary:</p> <ul style="list-style-type: none"><li>• proteger</li><li>• sobrevivir</li></ul>

- alimentos
- agua
- camuflaje
- adaptacion
- garras
- piel

The Affinity Diagram and Open Word Sort will be modeled by the teacher using photos of 3 other animals. The same vocabulary and sentence prompts will be used in the modeling; however, the animals will be different. The ELMO will be used so that all students are able to view the animal photos and at the same time use the sentence prompts as guides to participate in class discussion. The open word sort will also be modeled prior to student use with the photos of the crab, snail or frog.

**Focused Learning Stage: making the connection between oral language and literacy**

- Reading available at many different levels in the target language.
- Continued practice of oral academic and survival language, as well as literacy.
- Use graphic organizers with text.
- Guided reading or writing activities.

**Content Objective (posted for students):**

*We will understand more about the adaptations of each creature and what they use these adaptations for.*

**Language Objective (posted for students):**

**Content Objectives:**

- Students will develop an understanding that adaptations include special parts and ways of acting.
- Students will gain fluency in oral and silent reading about animals and adaptations.
- Students will learn vocabulary related to adaptations.

**Strategy:** learning logs, TRP, Stand and Share, Guided Reading, paired reading, graphic organizers

**Student Grouping:**

- whole group for TPR and guided reading;
- small group for observations of animal;
- pairs for learning logs and Stand and Share, paired reading;

**Differentiation:**

- Templates of learning logs for all students
- Sentence Prompts (used by those that feel the need)
- Movements and motions for “Adaptaciones” chant

*We will practice reading fluently and learn new vocabulary in writing and speaking.*

**Day 4 – 6—observation of animals:**

**Content objective:**

*We will observe the crab, the snail and the frogs looking at how they move, where they live and what special features they have.*

**Language Objective:**

*We will write observations in our learning logs and share them with our table partners and then the whole class.*

**Language Objective:**

- Students will use key vocabulary to discuss behaviors and appearances of the Fiddler Crab, snail or Dwarf African Frog.
- Students will write observations of the animal and explain how the adaptation helps the animal survive.

**Stages of Lesson:**

1. Guided Reading Lesson: Use the book, *Adaptaciones*. Students will make predictions about what the needs of plants and animals. Students will follow along in their own copy as the book is read aloud. During the reading, students will be asked to share with the class how each animal uses the adaptation. Students will be asked to point to the adaptations of the animals and discuss how they use them for protection.
2. Students will read, *Adaptaciones* with a partner. While reading students will select concepts for Stand and Share. Students will mark these spots in the book with sticky notes, so that they are able to easily locate when it is time to share with class.
3. Class participation of Stand and Share. Students will share the parts they have selected to share from the book *Adaptaciones*.
4. Whole class Activity: Teacher will model (with motions) and read chant to class. Class will participate in the chant and learn the motions. This chant will be reviewed frequently throughout the week, so that students oral language continues to develop and students are more familiar with the key vocabulary of the lesson.
5. Chant Vocabulary: *During the reading of the chant vocabulary will need to be explained. Some of the vocabulary will be new to students. This will include a mini-lesson on cognates.*
6. Introduction of Live Animals: Students will be divided into groups. Each group will be given a Fiddler Crab, a Snail, or a Dwarf African Frog. Prior to the introduction of the animals, students will be given learning logs. They will need to write down observations of the animals and note their adaptations. They will also note behaviors of the animal. For the first few minutes students will be given time to simply observe and watch the new animals. In the learning log, students will make comments on environment, manners of moving, and appearance. These observations can be done with a partner or individually. Students will be held

accountable for writing observations for whole class discussions.

7. Learning Logs: Students will continue to make observations in their learning logs for a week. Key vocabulary will be used and reviewed daily in whole group discussions, small group discussions and paired reading. Key vocabulary will be used by students in the discussions as well as written in their learning logs.
8. Graphic Organizers: As a class we will meet to discuss observations made during small group time. Students will refer to Learning Logs for observations. The different observations will be placed on a graphic organizer (*Fray Model*), *sorting them by either a behavior, appearance, habitat, or movement*. Students will use this graphic organizer as a method of note taking. Notes will be used in the Application Stage of the lesson.

**Application Stage – students demonstrate what they have learned**

- Focus on independent use of skills and demonstration of understanding of big idea/lesson focus.
- Provide differentiated activities for linguistically and academically heterogeneous groups.
- Teachers can ask students to prepare an oral presentation/performance (pairs, small groups or whole class).
- Students complete a real-world project or product.

**Content Objectives – Students will:**

- Demonstrate understanding of adaptations of the fiddler crab, African dwarf frog, or snail, by creating a poster and giving an oral presentation to the other groups in the class.

**Strategy**: learning logs, graphic organizers, create a poster using the guidelines in the rubric

**Student Grouping**: partners (L1 with L2) to create poster and present to other groups

**Differentiation**: Rubric presented with criteria for poster

Rubric for oral presentation

Sentence starters and key vocabulary listed for use in creating poster.

**Language Objectives**: - *Students will:*

- Give an oral presentation of their poster during which they will use key vocabulary related to adaptations to the other groups in the class. Students will write in complete sentences and present using complete sentences. Rubrics will be shared with class so that students are aware of criteria for poster and presentation.

**BRIDGE ACTIVITY from Spanish to English:**

**Content Objectives:** Students will show understanding of key vocabulary on adaptations by locating these words in books read aloud, through partner reading, and while watching a video.

**Strategy:** read aloud, paired reading, note taking

**Student Grouping:** whole class (read aloud), pairs L1 and L2 (partner reading), heterogeneous groups for Fly Swatter game

**Differentiation:** word wall, learning logs, whole class created word lists, partner reading,

**Language Objectives:**

Students will use key vocabulary (in English) on adaptations to create a word wall

Students will use key vocabulary to complete crossword puzzle

Students will read orally and locate key vocabulary in order to play “Fly Swatter” game. *(did not play with this group of students)*

**Stages of Bridge Activities:**

1. Teacher will read aloud two books, In One TIDEPOOL, Crabs, Snails, and Salty Tails and Near One Cattail, Turtles, Logs, and Leaping Frogs. (Two separate lessons)

2. While teacher is reading the books, key vocabulary will be highlighted and written on chart paper. This vocabulary will be connected to the previous lessons on adaptations and specific animals.

Key vocabulary will be added to word wall and learning logs.

3. Students, with a partner, will read Horseshoes aren’t just for Good Luck, and Secret Lives of Snails (Reading A – Z).

4. While reading students will look for key vocabulary that can be added to learning logs and word wall.

5. Students will view BrainPop video clips: Amphibians and Mollusk. While watching BrainPop, students will again listen for key vocabulary on adaptations and note this in their learning logs and add to word wall.

6. Play “Fly Swatter Game”. Each group of 4 students will be given a large poster paper and index cards on which to write key vocabulary terms as posted on the word wall or in their learning logs. The students are divided into two teams of two. Two students will be given fly swatters. One student (without the fly swatter) will read a card and the students with the fly swatters need to locate the word and then read it. The 1<sup>st</sup> person to do this must then use the word in a complete sentence. He/ she then earn a point for their team. The game continues until a team earns 10 points, or all of the words have been “swatted.”

- Changes in lesson plan are noted in green and italics.

1. Did the lesson cycle work out the way you thought it would?

For the most part I was pleased with the way the lesson cycle worked out. I would love to have had more time to spend with the students and integrate the Big idea into more content areas. The cycle of the lessons was engaging for the students. Moving them from engaging to exploring and then having them apply their knowledge was exciting for them and for me. Allowing students to demonstrate their level of understanding by sharing with others what they observed about the creatures not only demonstrated their understanding of adaptations, but also created a powerful method for raising the level of Spanish acquisition.

2. What worked well? What would you do differently next time you implement this lesson?

Most of the lessons went well. I am certain that the students really understand the ideas of animals and the adaptations. I am also certain that they understand basic needs of animals. The students were engaged in the different strategies and showed a good level of understanding of key concepts and vocabulary. By the end of the unit, the students that had used sentence prompts to share at the beginning of the unit were now able to discuss and share with partners without the prompts.

If I were to change any specific parts of this lesson I would raise the academic rigor. Although I feel that the concept of adaptations and animals needs is new and academic for 3<sup>rd</sup> grade students, I don't feel like the material used to present the lessons was at a high enough level. I know that for some students the challenge was in understanding the basic concept but for others, the pace, rigor and accountability could have been higher.

Nearing the end of the lesson cycle, I discovered that I needed to integrate writing into these lessons. I conducted a mini writing lesson on adding details and sentence structure. This was needed in order to have students create quality posters and present information to the class.

The changes that I did make in the lessons are noted in green highlights and italics. After teaching the Bridge Lesson I began to see that the transfer of vocabulary was already there. The students were able to listen, find and discuss the key concepts in English as well as they could in Spanish. The assessment of this was based on the quality of group discussion and ability to share information about each creature. Since the students were able to carry out these activities with ease, I chose not to play the Flyswatter game. I do think that this activity would be beneficial in a situation where the students may have had less prior knowledge on the concept.

3. How did the lesson address the different academic abilities of your students?

As I stated previously, I believe that by using strategies to present key vocabulary and concepts I was able to differentiate for all learners in the class. I found that most students, even Spanish speaking students, benefited from having sentence prompts when writing in their observation journals.

I did find that the some of the writing needed some work. This was true for many students. I added a lesson on details and word choice. Some students were able to make changes without assistance, others needed to have help and then we chose one particular sentence to work with and make “better”.

### 3. How did the lesson address the different language proficiencies of your students?

By using sentence prompts, word sorts, chants, pictures and real creatures, I was able to create a variety of language opportunities for all learners. The students were asked to share orally on numerous occasions which allowed for me to check for understanding along the way. Guiding students through their observation journals, I was able to see which students had a clear understanding of animal adaptations and how they are used for their survival and meeting their basic needs.

Students were given the opportunity to 1<sup>st</sup> share with partners, then in their groups and finally with the whole class. This was done with reading from books and their own writing.

### 4. How effective was the lesson in bringing all students to an understanding of the big idea?

As noted earlier, I feel that the students’ level of understanding the big idea was very effective. The final day of the focused learning stage, was a day when we had visitors from a school that is thinking of adding a Two-way track. One of their biggest concerns was the mastery of content within the 2<sup>nd</sup> language and also the quality of production with native English speakers. The final part of the lesson included students creating a Fray chart placing characteristics in each of the four quadrants.

Students (both L1 and L2) were able to facilitate this very successfully and with ease. The visitors were impressed on all levels (as was I).

Demonstration of understanding of the big ideas was evident in student work and discussions. Students were also very excited to begin working on their posters so that they could share with others what they had learned. The rubric that I created gave them a road map for expectations. Listening to the pairs discuss what information they needed to include on their poster was another way for me to assess their level of understanding of the big idea.

### 5. How will the implementation of this lesson cycle affect your teaching as whole?

Since I do not usually teach a complete lesson cycle in the classroom, I see this type of lesson being something that I will encourage teachers to work through. I am particularly excited about having teachers include the phases as well as the language objectives for each phase of the lesson. This was for me a great way to get very concrete about what “language” aspect I wanted to focus on. I also incorporated sharing

the objective with the students, but posting it on the board and then reviewing it with them both at the beginning of the lesson and also at the end. This was a great road map for all of us. As a wrap up and the end of the lesson I would ask students to quickly give me a thumbs up/thumbs down on whether or not we achieved our goals. This was another good way for me to check for understanding of both content goal and language goals.

6. What did you learn about your teaching?

As a classroom teacher, it was always a goal of mine to get students engaged in the lessons. This lesson cycle, really made me focus on particular strategies and methods to get students to be engaged in all aspects of the lesson. I enjoyed allowing the kids to explore with me during the focused learning stage. This stage was much more engaging than I had done in the past. I found ways to allow students to really share their knowledge and desire to learn by giving them opportunities to work in small groups, with partners and then to share with the whole class.

7. What did you learn about learning?

It isn't anything really earth shattering or anything new, but I discovered (once again) that if you can get students to be excited about learning and more engaged in the actual learning their level of understanding increases tremendously.

I also re-discovered, that more focused I am on specific strategies and structures, the better the students understand and comprehend the big idea. Using the same strategies throughout the lesson cycle, gave both the students and myself a much better working knowledge of the key vocabulary.

In connection to the use and understanding of key vocabulary, it was also very important to allow students enough time/experiences with the big ideas in order to really understand the concepts. The quality of the lessons as well as repeated exposure to the concepts was key to the high level of understanding and engagement.