

Your Name:	Tyler Wood	CSU-Global Course:	OTL 545
Subject / Course:	English as a Second Language		
Topic:	Science		
Lesson Title:	Animal Adaptations		
Level:	Grade 4 (level 3/4)	Lesson Duration:	40

Common Core or State Standard(s) & Learning Objective(s):

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Target Audience

Knowing the Learner

My students are all Korean children with English being their second language. Gender is an even split in the class, seven girls and seven boys. Based on the learning survey I performed previously, my strongest group was the musical group with a pretty even split amongst the other styles. Four naturalists followed by two visual/spacial and Intrapersonal. I think I should pay attention to the musical group, since there is very little singing or anything artistic in science class. I also want to pay attention to the visual/spacial, so I should have something on the screen to enhance the learning environment for them, and the other students who had visual/spacial as their second or third strongest category.

Technology Being Used by Students

The students will be viewing a Prezi presentation and youtube videos embedded within. "According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity (Marzano, 2013)."

Technology Being Used by Teacher

I will be using Prezi software (prezi.com) with embedded youtube videos to supplement.

Lesson Strategy and Required Materials

In this lesson, I will be pre-assessing for prior knowledge of the concept and vocabulary knowledge of animal adaptations through quick discussion questions. The students will be taught the vocabulary and have questions answered about the meaning and it's connection to our previous knowledge of animals (e.g. What do animals need to survive?). The students will watch a video of one or two particular adaptations animals have that are interesting (time permitting). After answering any questions for clarification on the concept of adaptations, the students will receive a worksheet where they will be asked to design an animal. They will draw on prior knowledge for many of the ideas (e.g. animals shelter, food, hunting etc...) to describe and design this animal. They will be complimenting their prior knowledge of animals with their new vocabulary and concept of adaptations and explaining what adaptations their animal has and how it might help them survive in their environment.

Required materials: National Geographic Life Science book (textbook), Prezi presentation, and Design an Animal worksheet.

Feedback Strategy

I will walk around and give small group time on rotation, peer feedback in real-time, and written feedback on assignment. "Feedback needs to come while students are still mindful of the topic, assignment, or performance in question (Brookhart, 2008)."

Assessments

I will know the students met the learning objective if they have an example of an animal adaptation and they give a reason why that might help the animal survive. They will be assessed on not just "the content but also the context of that content as it applies to the world outside the school (Crockett, Jukes, & Churches, 2011, p. 5)" by matching their creative design with the world of animals. They should demonstrate that in the paper.

Modifications/Enrichments

For future deliveries of this lesson, I will give the students more time to write about their animal. This might involve using two class periods for this assignment instead of one. The children were very curious about the vocabulary and had many questions, which took some of the time away that I had planned for them to be writing.

References

Brookhart, S., (2008) *How to Give Effective Feedback to Your Students*. Association for Supervision and Curriculum Development. Retrieved from <http://www.ascd.org/publications/books/108019/chapters/Types-of-Feedback-and-Their-Purposes.aspx>

Common Core State Standards Initiative. (2013, March 29). *Common Core Standards*. Retrieved from <http://www.corestandards.org/>

Crockett, L., Jukes, I., & Churches, A. (2011). *Literacy is Not Enough*. (first ed). 21st Century Fluency Project Inc.: 21st Century Fluency Project.

Marzano, S.,(2013). *Marzano's Nine Instructional Strategies for Effective Teaching and Learning*. Newark Teachers Union. Retrieved from <http://www.ntuaft.com/TISE/Research-Based%20Instructional%20Strategies/marzanos%209%20strategies.pdf>