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Integrated Lesson Plan

Theme: Organisms and Environments

Grade Level: First Grade

TEKS:

Science

(9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:

(A) sort and classify living and nonliving things based upon whether they have basic needs and produce offspring;

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;

English Language Arts

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;

(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

Materials:

- Lesson plan for teacher to follow
- Bitmoji Classroom Slides
- Access to the internet
- iPads, smartphones, and class computers
- Projector
- Access to videos

-Living Song: <https://video.link/w/5Z61b>

-Nonliving Song: <https://video.link/w/Ka71b>

- Student worksheets
 - Living vs. Nonliving Chart
 - Writing Paper
- PowerPoint: Animal Characteristics
- Poster board
- Scissors
- Glue
- Markers/colored pencils
- Animal Books
- Other crafting materials (at the teacher's discretion)

Content Objectives:

- The learner will be able to identify and sort living and nonliving things.
- The learner will be able to identify the relationship between an animal's characteristics and where they live, how they move, and how they eat by matching and writing about them.

Language Objectives:

- The learner will be able to identify and use the words that name categories and locations, through writing and visual representation with a 80% accuracy.

ELPS:

2(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;

2(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;

Strategies:

- Visuals
 - PowerPoint
 - Song/ Videos
 - T-Charts
 - Worksheet with labeled images
- Interactive Strategies
 - Cooperative Learning Activities - "Think/Pair/Share"

- Group Project
- Modified Class Work
 - Matching with Visuals (E14)
- Total Physical Response (TPR)
- Alternative Assessment Instruments
 - Writing Sample (G8)

Instructional Technology:

- Use of classroom projector and computer, classroom computers, and iPads.

Culture/background knowledge included:

All ELL students' first language is Spanish.

- Spanish-English dictionary available during research and writing
- Spanish translations for content vocabulary

Academic language and literacy skills included:

- Compare and Contrast and Description Language
 - *but*
 - *although*
 - *Both* *and*
 - "It is...because
 - Using examples/evidence from research
- **Content Vocabulary**
 - Living/ Seres vivos
 - Nonliving/ Seres no vivos
 - Offspring/ Descendiente
 - Cells/ Celdas
 - Nutrients/ Nutrientes
 - Shelter/ Refugio
 - Characteristics/ Características

How beginning ELLs will be supported:

- Beginning ELLs will be assigned tasks that require labeling, listing, and copying, such as on the poster element or copying information into notes from technological resources.

- Beginning ELL students will be grouped with English proficient peers.
- Teacher will support collaboration and learning.
- Poster presentations may be labeled in English and Spanish
- PowerPoint questions labeled in English/Spanish
- Worksheets labeled in English/Spanish

Day 1:

- Teacher will display slide one of Bitmoji Classroom ppt.:
- Teacher will give introduction to lesson topic of Living vs. Nonliving
- Teacher will ask students if they are familiar with the terms and what they mean
- (Motivation) After discussion the first video will be shown: Living:
- Once the video is done the video will be summarized and discussed. This is where teacher will review, show, and elaborate on vocabulary
- Then the second video will be shown: Nonliving:
- (Presentation) The video will be discussed, and vocabulary will be shown, both in English and Spanish, and elaborated on
- The students will then get a chance to turn to their peers to talk about the differences between living and nonliving things. ELL students will be paired with English proficient peers.
- (Practice/ Application) The students will then be asked to turn in their own Living vs Nonliving Chart but working with their small peer group to complete it. Students can use Ipads/Computers to drag the pictures onto the chart and students have option of having printed version if need be.
- We will go over chart as a class with teacher asking questions such as “does it grow, does it need food and water (nutrients), does it reproduce (make more of it).” Students will get copy of completed chart to place on their notes.
- (Review/ Assessment) Then the students will individually write and compare a living and nonliving thing of their choice and be able to explain why they categorized it as such. Students will also draw and label their chosen things. All students will be able to reference dictionaries, the videos used, and chart while completing their assignment. The teacher will also write language examples of compare and contrast writing, as mentioned above, for students to reference as well.
- The student will be assessed on this assignment based on the following:

Story Writing : Living vs Nonliving Writing

Teacher Name: **Jacqueline Montes Rascon**

Student Name: _____

CATEGORY	3	2	1
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	There are several factual errors in the story.
Requirements	All of the written requirements (at least one living and one nonliving thing, things compared, and all graphics labelled) were met.	Almost all (about 75%) the written requirements were met.	Many requirements were not met.

Day 2:

- Teacher will display slide two of Bitmoji Classroom ppt.:
- (Extension) Teacher will extend the lesson of the day before by asking students for things they found to be living and nonliving that day.
- Then teacher will click and display the Animal characteristics ppt and introduce the topic.
- (Motivation) Teacher will do this by giving definition of characteristics as the things that describe something. Then they'll also provide an example by describing themselves and repeating the word characteristics.
- (Presentation and Practice) Then the teacher will display the next slide and read the title, "Where do I live?/ ¿Donde vivo?" And then the teacher will ask students to raise their hands and answer where each animal lives and why they think that.
- The class should find that the polar bear lives in the snowy cold arctic because he has fur to help him stay warm and live there. The fish lives in water because he has gills to breathe under water. The bird lives in a nest in a tree because it has wings to help it fly up there.
- Then the teacher will display the next slide and read the title, "How do I move?/ ¿Como me muevo?" Then the students will raise their hands and answer the question and why they think that for each animal.
- The class should find that people use two legs to jump, run, walk. The fish uses fins to swim around. The duck has webbed feet to walk on land and also to be able to swim around. The dog has four legs and paws to help it run and walk. And the frog has webbed feet to help it swim faster and hind legs made for jumping far distances.
- Then the teacher will display the last slide and read the title, "What do I Eat?/ ¿Que Como?" Then the students will raise their hands and answer the question and why they think that for each animal.
- The class should find that the lion has sharp teeth to eat meat, the bird has a small beak to eat seeds, the horse has teeth made for crushing eating hay/grass/fruit, and humans have teeth that are able to eat a variety of foods.

- (Review/ Assessment) Students will then be put in five groups. Each group will need to choose an animal and need to complete a poster answering the following questions for their animal: where does it live, how does it move, and what does it eat. They will be able to use the ppt and books for reference. Once completed the posters will then be put out for display.
- (Extension) Students that are done early can extend learning by reviewing animal books in the library center.
- The students will be assessed based on the following:

Research Report : Animal Characteristics

Teacher Name: **Jacqueline Montes Rascon**

Student Name: _____

CATEGORY	3	2	1
Quality of Information	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information	All topics are addressed and all questions answered with at least 1 sentences about each.	All topics are addressed and most questions answered with at least 1 sentences about each.	One or more topics were not addressed.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate, labelled and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate, some labelled, and add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic and not labelled.



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