

Science Lesson Plan Ranger Rick February 09 Flamingos

Teachers: Maureen Stolte, Donzella Knight, and Mona Grainger

Bell: 1(90minutes)

Date: July 8, 2009

Day: A

Understand the Meanings, Uses, and Representations of Numbers

3.7 Solve problems about fractional parts of a region or set.

Compute Accurately

3.17 Solve problems involving addition and subtraction of multi-digit whole numbers using varied strategies and methods.

(SOL 3.8)

3.21 Create and solve number stories involving multiplication using a variety of strategies. **(SOL 3.10)**

Units of Systems Measurement

3.36 Describe relationships among inches, feet, and yards; describe relationships between minutes in an hour, hours in a day, days in a week.

Algebraic Notation and Solving Number Sentences

3.49 Read, write, and explain number sentences using the symbols +, -, x, =, <, >, solve number sentences; write expressions and number sentences to model number stories.

Additional Subject Area Objectives:

Science

SOL 3.4 The student will understand and investigate the basic needs and life processes or organisms, their physical characteristics, orderly changes in life cycles, adaptations and survival of the species.

3.3.6 Compare the physical characteristics of animals and explain how animals are adapted to a certain environment. **(SOL 3.4)**

3.3.8 Differentiate between instinct (genetically passed on to the next generation) and learned behavior (behavior that must be taught). This relates to methods of gathering food and raising young.

Language Arts

3.1 Use a variety of reading comprehension strategies to gain meaning from print.

3.1.11 Read texts with fluency (rate, accuracy, phrasing, and expression) **(SOL 3.4)**

3.3.8 Support conclusions and inferences with information from text **(SOL 3.6)**

Essential Terms:

Flamingo

Chick

Pair

Hour

Day

½ hour

Rotation

Hatch

Habitat

Material/Equipment:

- | | |
|---|---|
| <input type="checkbox"/> Textbook | <input type="checkbox"/> TV/VCR/DVD |
| <input type="checkbox"/> Coloring Items | <input type="checkbox"/> Video |
| <input type="checkbox"/> Scissors/Glue | <input type="checkbox"/> Transparencies |
| <input checked="" type="checkbox"/> Handouts | <input type="checkbox"/> Overhead/Pens |
| <input checked="" type="checkbox"/> Calculators | <input checked="" type="checkbox"/> Music |
| <input checked="" type="checkbox"/> Other | <input type="checkbox"/> White boards |

 Other:

Music IPOD Playlist: Rockin' Robin (Michael Jackson) / Eagle and the Hawk (John Denver)/ Your Love Keeps Lifting Me Higher (Jackie Wilson) / Why Do Fools Fall in Love (Chuck Berry)/ Tweedle Dee (It's Only Rock and Roll Vol. 2) / Groovin' (The Rascals)/ Hey Baby (Bruce Channel) / Harbor Lights (The Platters)/ Circle of Life (Elton John)

Brain Break IPOD Music: Rockin' Rock

Reading Selection copies: Flamingos by Gerry Bishop from Ranger Rick February 2009 pages 6 -12

Flamingo Math worksheet

Flamingos by the Numbers activity sheet

Index card

Scrap paper

References:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Textbook | <input checked="" type="checkbox"/> Curriculum Guide |
| <input type="checkbox"/> Newspaper | <input checked="" type="checkbox"/> Other |

Warm-up Activity:

Look at the picture on the overhead projector. What kind of bird do you think it is? Why do you think its legs are so long? What type of habitat do you think this bird lives in?

Procedures:

1. Go over the warm-up activity.
2. The teacher will read aloud Flamingos by Gary Bishop from Ranger Rick February 2009 on page 6.
3. The students will select a partner for paired reading.
4. The student partners will read Flamingos by Gary Bishop on pages 7 – 12.
5. The students will complete the Flamingo Math worksheet.
6. Go over the students' answers to the Flamingo Math worksheet.
7. Discuss the process that flamingo parents go through to hatch and raise a chick.
8. Brain Break (dance): Rockin' Robin
9. Mix Freeze Group (walk to music and group up after the music stops): The students will form groups of three or four. Each student will get the following Flamingos by the Numbers activity sheet, index card, calculator, and scrap paper.
10. On a blank index card each student will create a number story about flamingos using the Flamingoes by the Numbers fact sheet or flamingo stories from the student's imagination. On the back of the index card the students will show how the problem is solved. The student will check the answers with a calculator. Students will trade index cards with your group members, on work on solving each others numbers stories then check the work with a calculator.
11. Exit Ticket or Think Pair Share: Based on the article that you read, do you think flamingos are good parents? Why or why not?

Homework Assignment:

None

Cooperative Strategies:

- | | | |
|--|--|---|
| <input type="checkbox"/> Blind Sequence | <input type="checkbox"/> Mind-mapping | <input type="checkbox"/> Sages Share |
| <input type="checkbox"/> Boss/Secretary | <input type="checkbox"/> Numbered Heads Tog | <input type="checkbox"/> Simultaneous Round Table |
| <input type="checkbox"/> Carousel Feedback | <input type="checkbox"/> One Stray | <input type="checkbox"/> Showdown |
| <input type="checkbox"/> Fan-n-pick | <input type="checkbox"/> Pairs Compare/check | <input type="checkbox"/> Spend-a-buck |
| <input type="checkbox"/> Find the Fiction | <input type="checkbox"/> Poems for 2 voices | <input type="checkbox"/> Talking Chips |
| <input type="checkbox"/> Find Someone Who | <input type="checkbox"/> Popcorn | <input type="checkbox"/> Team Stand-n-Share |
| <input type="checkbox"/> Inside-outside | <input type="checkbox"/> Quiz, Quiz, Trade | <input type="checkbox"/> Timed Pr Share |
| <input type="checkbox"/> Jot Thoughts | <input type="checkbox"/> Rally Coach | <input type="checkbox"/> Transparency SS |
| <input type="checkbox"/> Line ups | <input type="checkbox"/> Rally Robin | <input type="checkbox"/> Window Panes |
| <input type="checkbox"/> Match Mine | <input type="checkbox"/> Rally Table | <input type="checkbox"/> Note Taking |
| <input checked="" type="checkbox"/> Mix-Freeze-Group | <input type="checkbox"/> Reading Boards | <input type="checkbox"/> Overhead with student models |
| <input type="checkbox"/> Mix Pair Share | <input type="checkbox"/> Round Robin | |
| <input type="checkbox"/> Mix-n-Match | <input type="checkbox"/> Round Table | |

Teaching Strategies:

- Exit Ticket
- Graphic Organizer
- Guided Reading Question Cards
- Insert
- It Says, I say, And So
- K^3 C
- MAB/E
- Penny for your thoughts
- RAFT Activity
- Reading Toolkit
- Say Something
- Somebody Wanted
- Think-Pair-Share
- TP-CASTT
- Walkabout
- Writer's Toolkit

Student Evaluation:

- | | |
|---|--|
| <input type="checkbox"/> Test | <input type="checkbox"/> Homework Check |
| <input type="checkbox"/> Quiz | <input checked="" type="checkbox"/> Oral Review |
| <input type="checkbox"/> Student self-evaluation | <input checked="" type="checkbox"/> Group Production |
| <input checked="" type="checkbox"/> Teacher observation | <input type="checkbox"/> Other |

Lesson Evaluation:

- Great
- Changes needed
- Other

Other:

Literacy Center Ideas:

Research Flamingos in the computer lab

Read books about flamingos or other types of birds on their independent reading level

Draw and a descriptive paragraph about the bird they researched

Differentiation:

Students work with peer buddies to the Ranger Rick article.

Students design their own math problems which will be commensurate with their ability and interest

All tasks are respectful to the students understanding, age, and level of performance.

