|  |  |
| --- | --- |
| Concept/Skill/Theme:Animal Habitats, understanding of a text, recollection of a key concepts | Duration:30 minutes |
| Grade Level: 1st Grade |  |
| Objectives-Goals: 1. Be able to understand the concept of animal habitats, specifically a rainforest
2. Recall and retell important information from a read-aloud text
 |
| Next Generation Sunshine Standards/Common Core Standards: (Floridastandards.org)/early learning standardsSC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.ELA.1.R.1.1: Identify and describe the main story elements in a story.ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure. |
| **Concept Planning/Scaffolding:*** An important part of this lesson is to pre-teach key vocabulary such as snow, mitten, habitat, prediction. Teach these at the beginning of the lesson and leave the definitions and translations on the board for the students to refer to throughout the story.
* The students will be expected to complete higher order thinking questions after the story and will draw in their “habitat notebooks.” They will write 1 to 2 sentences for each question which is appropriate for their learning level.
* Accommodations may need to be made for ESOL students and students lacking strong fine motor skills.
* The reading will be done as one large group, but the questions will be answered individually and used as an assessment tool. The children will be allowed to collaborate and converse during their journal drawing time.
 |
| Teaching Materials and Props (including technology being used):“The Hat”by Jam BrettDesignated area used for story timeJournals used in previous lesson CrayonsThe Deciduous Forest Video:<https://www.youtube.com/watch?v=7FUWFMSlGfM>Teacher Resources:[www.janbrett.com](http://www.janbrett.com) |
| Lesson Steps/Procedure: (Engage, Explore, Explain, Elaborate, Evaluate)**Step 1 (Introduction):** We will be learning Temperate Deciduous Forest and the animals that live there. Yesterday, we watched a video on the Deciduous Forest. Let’s rewatch the video to get prepared for our read aloud today.While we watch the video, I want you to notice the seasons in the Deciduous Forest. What is the winter season like? Which season is your favorite?Begin story time by welcoming children to sit together on the carpet. Introduce the story title, author, and illustrator by saying “today we are going to read story called ‘The Hat” by Jam Brett.”**Step 2 (Schema Activation):** Explain to the students that the story we will be reading about has a forest habitat. * Ask the children if they have experienced snow.
* Ask the children what kind of clothing they need to wear when it is cold
* Ask the children if they know what kinds of animals live in the forest.
* Ask the children if they remember the concept of habitat is and write correct answer on the board.

**Step 3 (Pre-Teach Vocabulary):** I will then write the vocabulary words used in the story on the board and go over what they mean in English with the children in a “repeat after me” style. Habitat (Deciduous) ForestWinter (new)Snow (new)Mitten (new)Predict (ELA focus)I will also review the animals in the forest by showing the children the pictures in the book**Step 4 (Prediction):** Ask the students if they can make a prediction about the text based on the front cover. Ask the students if they know of any animals that may live in the deciduous forest. **Step 5 (Picture Walk):** I will then flip through the pages of the book taking the students on a “picture walk.” My goal for the picture will be to (1) review the forest animals and (2) teach the children about prediction.I will model how the illustrator (Jan Brett) helps the reader make predictions about what animal will appear next in the story. I will also review the animals in the forest by showing the children the pictures in the book.**Step 6: (Summary and Learning Goal)** I will tell the students that “The Hat” is about a boy who loses his mitten and different forest animals find the mitten.I will ask my students to focus on the types of animals that live in the cold and snowy deciduous forest. I want them to pay special attention to what the animals look like (fur, color, paws…)**Step 7 (Set Listening Goal):** I will remind the children that we will be reading about a different type of habitat called a temperate forest in winter. I will ask my students to put their finger on their nose when they see their favorite forest animal.**I will also a**sk them to look at the pictures for things that are different in a forest than in their own habitat.**Step 8 (Dramatic Reading):** Next, I will read the story to the children.Questions: 1. p.2 What does Nikki’s grandma want him to have when he returns from playing?
2. p.3 Who is the first animal who crawls into Nikki’s mitten?
3. p.5 Why did the rabbit and mole make room for the hedgehog?
4. p.6 What are talons? What do you think the owl uses their talons for? Do you think this will make the rabbit, mole and hedgehog nervous? (Introduce Predator and Prey concept)
5. p.7 The author uses the word snug and cozy? What do you think they mean?
6. p.10 The fox has “shiny teeth”? What does he use these for? (Introduce Predator and Prey concept)
7. p.12 The mitten “swells and stretches” what do you think that means?
8. p. 14 Do you think it is realistic that these animals share the mitten?
9. p.15 What special features do you notice about these animals (fur, teeth, winter…)? How are they different from creatures we see in Florida?

**Step 9(Retell):** After finishing the story,I will model review the story (beginning, middle and end). We will practice doing a five finger retell as a group.* First
* Second
* Third
* Fourth
* Fifth

Next, we will look at the pictures closely and notice the habitat. I will write key words on the board: changing seasons (winter), bare trees (no leaves), snow, needles (conifers/evergreens), adaptable animals (fur/thick coat), Winter**Step 10(Comprehension Check):** After this retelling, the students will return to their seats and receive their habitat journals. The children will be asked to describe the place (habitat) where the animals live. They should use 2 of the following words: habitat, season, snow, winter, deciduous forestThe children will then be asked to draw the beginning, middle, and end of the book.These directions will be written on the board.  |
| Adaptations (special needs, ESOL, etc.):Visual Adaptations: * For children who are Stages 1-2 ESOL: Children will draw pictures of the habitat. Model sentences will be supplied. Children will work in small groups to complete the habitat journal entry.
* For children who are Stages 3-4 ESOL: I will encourage children to draw first and write second. Each vocabulary word will have a photo.
* All children will be given supports, such as model sentences, vocabulary with visuals, teaching modeling and group work.

Behavioral Modifications:* Children will be given short listening goals to help keep attention on the story.
* Adaptations such as allowing children to stand and move around will be made to circle seating and transition to tables.
* Addition of physical (non-verbal) comprehension checks (such as thumbs up or turn and talk) will be added so that all children have an opportunity to speak.
 |
| Higher Order Thinking Questions:**Create**: Children will create their own version of the deciduous habitat (drawing and description).Evaluate: Children will look at the pictures in the book to decide how animals will/can adapt to winter.**Analyze**: Children will be asked to analyze the animals and the drawing in the book for adaptations. They will compare the book to the video.**Apply:** Children will apply the key vocabulary words to their habitat journals.Comprehension checks will be used to check **understanding** (vocabulary) and **remembering** (habitat) |
| Types of Assessments:Formative Assessment: (1) Oral comprehension and Analysis checks will be made during the reading of the text, (2) Children will orally retell the story with the teacher, (3) Children’s habitat journal will be evaluated for application of key words and concepts. *.* |
| Follow-up Activities:We will play an animal matching game (Center Time) matching animals to their habitats (see janbrett.com for animal cards). We will create a diorama of a deciduous forest as a class. Each children will choose one animal that they will “research” to add to the diorama. | Home Connection:Children will be asked to notice kinds of wild animals that live in their neighborhood (near school), such as squirrels, rabbits, etc. |
| Self-Assessment and Reflection: |