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Lead Teach Week, Fall 2019

Lesson Plan 4

Lesson Title: Animals Need Water to Survive

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Grade: Kindergarten

Learning Objective:

- Unit Learning Target: I can explain that animals need food, shelter and water to survive.
- Lesson Learning Target: I can explain that animals need water to survive.

Curriculum Connection:

- Westbrook’s elementary science curriculum is aligned with the Scientific Practices of the Next Generation Science Standards.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Knowledge of Students:

- Many of our students have strong deductive reasoning skills (for their age), which will be of great use in analyzing The Water Hole. For students who are still developing those skills, the responses of other students will help them to understand the concepts we discuss.
- They will have learned the word “survive” in Lesson 1. For this lesson to be successful, students will need to understand that word.
- See Knowledge of Students in Lesson Plans 1 & 2 for notes about supporting our ELL students’ vocabulary needs. (In this lesson, we will use the word “survive” again.)
- Since some students are less likely to respond to “Call out” style questions and this lesson includes several of them, I am planning to assess (and if necessary, re-teach) individually.
- To be successful in this lesson, students will need the ability to sit attentively for the length of a read aloud and short video and to engage in Turn and Talk discussions with their peers. As I have observed throughout the semester, they are all capable of doing those things, and most of them are very strong listeners, participators, and conversationalists.
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peers. As I have observed throughout the semester, they are all capable of doing those things, and most of them are very strong listeners, participators, and conversationalists.

- We will start preparation for the play during this lesson. I will give students the option of either performing in the play or having a one-on-one conversation with me. I imagine at least half of our class will be interested in performing. For any who aren't, I know that they all feel comfortable and are capable of having a private conversation with me.
- Should behavior issues arise, I will respond to them as noted in my "[Responding to Students](#)" document.

Assessment:

- Formative assessment: Personal communication/observation: One-on-one conversation
- As a formative assessment, during the transition videos at the end of the Water portion of the lesson, I will ask each student individually, "Why do animals need water?" If I don't get to every child, I will ask them while they are working on their drawings (see below). I will note what they say in my [assessment chart](#).
- I will know that they understand the concept if they say, "Animals need water to survive" or a similar sentence that communicates that. If they say something else, I will offer feedback in the moment, and later (for a moment during choice time or morning work) show them [The Water Hole](#) again and talk about the concept with them one-on-one (or in a group if enough children are confused).

Instructional Strategies:

- Thumbs up/raised hands responding
- Turn and Talks
- Read aloud
- Picture walk
- Thumbs up/down/sideways self-assessment
- Instructional videos
- Modeling

Lesson Procedure:

12:55 Activator

- Video: Animals Need Water: 1:31-2:28 <https://youtu.be/Pe9kSIVeEIM?t=91> - 1m
- Assess and activate prior knowledge
 - Who drinks water? Ask for raised hands; share; I check for understanding

- Thumbs up if you have a pet at home. Thumbs up if your pet has a water bowl. All animals drink water!
- What do you know about **why** people and animals drink water? Turn & Talk; I listen in to check for understanding
 - Share out
- Yesterday, we learned that animals need shelter to survive [do motion].
- Today we will be learning that animals need water to survive.

12:59 Teaching

- Teaching Point: Animals need to drink water to survive. Why do animals drink water? (Ask kids to call out answer: “To survive!”)
 - Show [visual](#) & leave on board
 - Teach movement/song: “animals need water to survive” drinking cup of water [to “row your boat”]
- The Water Hole - 3:45
 - Intro: book by one of my favorite writers, about animals drinking water and what happens if the water runs out
 - Picture walk
 - Read aloud

1:04 Active engagement

- What did you notice about this book? Turn & Talk; I listen in
- Talk about The Water Hole — I ask questions & have the whole group call out responses. I check for understanding by observing responders.
 - Animals in book from all different places — all animals drink water.
 - [leaf through book] What happens to the water hole every time you turn the page? (“It gets smaller!”)
 - [show kangaroo page] What’s missing on this page? (“Water!”)
 - [next page] What happened on this page? Why did all the animals leave?
 - The water is gone. They need water to survive.
 - [rain page] What happened on this page? Rained
 - [all animals pg] What happened on this page? Why did all the animals come back?
 - Animals came back because the water came back. They need water to survive.

1:10 Share/Summarizer

- Animals need to drink water to survive. Why do animals drink water? (Ask kids to call out answer: “**To survive!**”)
- Student self-assessment: Thumbs up/down/sideways to indicate:
 - “Do you think you understand that animals need water to survive?”
- Transition videos:

- Before the videos, I will tell students that I will be coming around to ask each of them why animals need water.
- Animals Need Water: 1:31-2:28 <https://youtu.be/Pe9kSIVeEIM?t=91> - 1m
- How animals drink water: :45-1:09 <https://youtu.be/yb64Bj7gJeE?t=45> - 1m
 - As a formative assessment, during the videos, I will ask each student individually, “Why do animals need water?” If I don’t get to every child, I will ask them while they are working on their drawings (see below).

1:13-1:25 Preview tomorrow’s lesson

- Tomorrow, we are going to do a little play about the 3 things animals need to survive.
 - Your options: perform in play telling about what animals need to survive **or** sometime after the play you and I can chat about what animals need to survive. Either is great, whatever you want to do!
 - What we’ll do:
 - All: make drawings of the 3 things animals need to survive
 - Performers: during the play, hold 3 drawings, move like any animal, and say what animals need to survive
 - Chatters: show drawings to me when we chat
 - Model how to create 3 drawings
- Kids start working on 3 drawings
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- If extra time: make puppets of animal characters **or** work on animals’ shelters page from yesterday

Materials, Equipment:

- Videos (see Lesson Procedure) & laptop
- The Water Hole
- Clipboard, pen, assessment chart
- 15 pieces of cardstock, separated by drawn lines into 3 sections
- Pencils, crayons, pens, markers
- Extra cardstock for possible puppets
- Visuals (see Lesson Procedure)

Other adults in the room:

None

Lesson Reflections:

I know that I met my target because when I individually asked students why animals need water, each one responded “to survive.”

I activated students’ prior knowledge at the beginning of the lesson by showing a video of animals drinking water, asking “who drinks water?” and whether students’ pets drink water, and having students turn and talk about why people and animals drink water. I pre-assessed by listening in to the turn and talk. I also activated their knowledge by reminding them that we learned in the last lesson that animals need shelter to survive.

At the beginning of the lesson, I played both water videos because I needed more time to give each student individual feedback on their shelter handouts. Other than that, I did not have to make adjustments. It was a concise and effective lesson that I originally thought might be too short or boring, but it was the perfect length and the high-quality read aloud effectively piqued their interest and drove the learning target home.

This lesson proved to me the power of using high-quality materials like The Water Hole. The students were entranced by it. I think my introduction of the book helped generate buy-in; I told them that it was written by my favorite author and that the pictures were beautiful, and we did a brief picture walk. During choice time that afternoon, when students have many toys to choose from and rarely read, two of them reread The Water Hole together.

The one difficult part of this lesson was switching gears in the middle, from learning about water to starting to draw about all three needs. The shift was planned that way because of logistics and timing, and it didn’t feel entirely natural. Both parts of the lesson worked, though, so I wouldn’t necessarily avoid planning two-part lessons in the future.

Again, the song/movement element of this lesson was a hit, and I think it worked well to reinforce the learning target.

This lesson worked because the direct instruction was brief (which is appropriate for kindergarten), the learning target was clear and reinforced a few times, and it had two very appealing elements: the interesting read aloud and the drawing. The drawing was especially effective because what I expected them to do was simple and clear. Pre-making paper separated into three parts was a simple way to guide students in creating the three separate drawings. Fully modeling the drawings as I described the task, and leaving them displayed via the document camera, seemed to help students understand what to do. This was the most successful lesson of the week. In my future lesson planning and teaching, I will remember the beauty of this lesson and what made it work: simplicity and engaging content.