

LESSON PLAN FORMAT

Standard: RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

South Dakota Science Content Standards: 4.L.2.1. Students are able to identify behavioral and structural adaptations that allow a plant of animal to survive in a particular environment.

Learning Target: I can explain the meaning of vocabulary words from a story or passage

Students will understand what migration is

Students will understand why animals migrate

Students will be able to describe hazards of migration

Type of Lesson: Whole Class Read Aloud

Strategy I will Model or Use from Keys to Comprehension: Text Coding

Standards w/Assessments Named

Standard	Anchor	Specific Standard	Assessment Tool
Reading Standards for Literature	Key ideas and Details		
	Craft & Structure		
	Integration of Knowledge and Ideas		
Reading Standards for Information	Range of Reading & Level of Text Complexity		
	Key ideas and Details		
	Craft & Structure	RI.4.4	Exit Card
Reading Standards: Foundational Skills	Integration of Knowledge and Ideas		
	Range of Reading & Level of Text Complexity		
	Print Concepts		
Writing Standards	Phonological Awareness		
	Text Types & Purposes		
	Production & Distribution of Writing		
	Research to Build and Present Knowledge		
Speaking & Listening	Range of Writing		
	Comprehension & Collaboration		
	Presentation of Knowledge & Ideas		

Materials and Resources Needed:

Reading passage from ReadWords → <http://www.readworks.org/passages/winter-coming>
 Exit Cards
 Pencils
 Text Codes
 Bird Migration PowerPoint
 Book: Whistling Wings by Laura Goering (if needed)

A. The Lesson Including a time frame may help in planning.**1. Introduction (5 minutes)**

Getting attention	Okay class if we look outside, what can we see changing? What's the temperature like? The weather? Is it like this year round in South Dakota? What causes our changes? (seasons)
Relating to past experience and/or knowledge	Alright so you all recently read the story "The Stranger". Can anyone tell me a little about this story? Call on students with hands raised. If students are having a hard time recalling the story, ask questions such as: <ul style="list-style-type: none"> ○ Who was the main character in the story? What happened to the character? Why did he stay instead of leaving the town? What happened when he did leave? (Fall fell upon the region) • What are some things we notice when fall is approaching? <ul style="list-style-type: none"> ○ Leaves change color, days get shorter, temperature is colder, birds fly south, animals prepare for winter
Creating a need to know	Since we live in a place that experiences seasonal change, we witness a phenomenon, or a remarkable or special event, call migration. Many animals migrate to several different places and for different reasons. Today we're going to learn a little more about migration.
Sharing objective, in general terms	Today we are going to read a passage that'll explain a little more about animals in the winter. Then we are going to focus on migration. We will learn what it is, why animals migrate, and some hazards they can encounter.

2. Methods (core of the lesson) (20 minutes)

Before Reading	Before reading hand out the passage and text clues to all students. Ask them to take out a pencil. Ask students, “By looking at the title of this passage what can we predict about the passage? Explain how to use the text codes. “I handed out two pieces of paper. One is the passage and the other has a bunch of symbols on it. We are going to use these symbols throughout the passage to track our thinking. Every time you find something interesting, have a question, or make a connection, use a text code to mark it.
During Reading	Read the passage out loud to students. While reading the short passage students should be following along and using text codes.
After Reading	After the reading discuss with students what they learned from the passage. Ask about the text codes they marked on the passage. Next, cover the bird migration PowerPoint <ul style="list-style-type: none">• Questions to ask during PowerPoint<ul style="list-style-type: none">○ Has anyone seen birds migrating?○ Why do you think they migrate?○ What kind of animal do birds eat that might not be around during winter?○ Why do birds fly south during the winter?○ Why do they fly back north for the summer?

3. Closure What did the students learn from this lesson? (5 minutes)

<p>Discuss what we learned from the PowerPoint</p> <p>Why do birds migrate? Where do they migrate? What hazards could they encounter? Do they ever return? Do they do this every year?</p> <p>Discuss why it is relevant</p> <p>We live in a place where many animals migrate during the winter</p> <p>Have students complete their exit card to hand in with the passage at the end of the lesson.</p>

A. Assessment-Did your students understand the lesson? What was your evidence?

<p>The students completed an exit card after the completion of the lesson. The exit card was three questions: What is migration? Where and why do birds migrate? Name two hazards birds may encounter when migrating? About 90% of the class answered each of the questions correctly. This led me to believe that almost every student understood the lesson and retained some of the information. There was one student who answered all of the questions incorrect. There were a few other students that only answered one of the questions incorrectly. Most of the students were able to answer each of the questions correctly and using complete sentences. If I were to do this lesson again, I would have requested more time to carry out the lesson. I would have focused on specific vocabulary words and do an activity with the vocabulary words. I would have also liked time to read my nonfiction book that was a backup plan. I believe the story and the facts in the back of the book would have added more to the lesson and helped keep the attention of the students. Overall I believe my students understood the lesson and were able to communicate what they learned through their exit card.</p>
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B. Next Steps-Based on your assessments what do you need to work on next meeting?

Most to almost all of the students understood the lesson and completed the exit card with correct information. Based on the fact that over 90% of the students understood the lesson, we would move on to discuss other habits of animals during the winter. My next lesson would discuss hibernation and part-time sleepers in more detail. We would discuss why animals hibernate, how their able to hibernate, and some animals that hibernate. Then we would move on to discuss some adaptations animals might have that would allow them to stay in one place all year round. We would discuss the animals that stay in one place all year round, why the stay, and adaptations or changes they would have to make to stay year-round. We would discuss how these adaptations allow them to stay in one place and research if there's any adaptations humans have made to survive winter.

C. Back Pocket Idea

If there is still time remaining at the end of the lesson, we would read the book Whistling Wings. If we only had a few minutes, we would read the interesting facts in the back of the book and complete the migration matching activity.

D. Resources:

I got the passage from the ReadWorks website:

<http://www.readworks.org/passages/winter-coming>

Text codes: attached

I created the bird migration PowerPoint

- √ I know that.
- X Something that contradicts what I know
- ?? Question, need clarification, or unsure
- !! New, surprising, exciting, fun
- ☆ Important, key, or vital
- 👁 I can visualize that.
- ∞ I made a connection to something in my life, the world, or something I have read.
- ZZZ This is boring. I'm falling asleep.