KUTZTOWN UNIVERSITY

ELEMENTARY EDUCATION DEPARTMENT

UNIT LESSON PLAN

Teacher Candidate: Taylor Seiders Date: February 23,2015

Cooperating Teacher: Mrs. Erin Weaver Coop. Initials

Group Size: Whole Class Allotted Time 30 minutes Grade Level First Grade

Subject or Topic: Stellaluna Unit Day 4: Mammal Adaptation Section 390-045

**STANDARD:**

**4.1.4.D:** Explain how specific adaptations can help organisms survive in their environment.

1. Performance Objectives (Learning Outcomes):
   1. Students will be able to identify different adaptations that organisms make to survive.
2. Instructional Materials
   1. Pictures of mammals (and other animals)
   2. 2 bins
   3. premade title cards (mammals and not mammals).
   4. white board
   5. markers
   6. paper
   7. crayons
   8. pencils
3. Subject Matter/Content (prerequisite skills, key vocabulary, big idea)
   1. Prerequisite Skills
      * Students can identify different animals.
   2. Key Vocabulary
      * Mammals- a warm-blooded vertebrate animal of a class that is distinguished by the possession of hair or fur, the secretion of milk by females for the nourishment of the young, and (typically) the birth of live young.
      * Adaptations- change or the process of change by which an organism or species becomes better suited to its environment.
   3. Big Idea
      * Mammals adapt to things in their environment to be able to survive.
4. Implementation
   1. Introduction
      * Class, these past few days we have been talking about bats. Today I would like to go in a little bit of a different direction. The reason I am doing this is because, bats are a part of a bigger group of animals.
      * Does anybody know what type of animal a bat is?
        1. Allow time for students to give their answers
        2. A bat is a mammal and it is actually the only mammal that flies to survive.
   2. Development
      * So, today, we are going to talk about different mammals and what they do to survive.
      * let's make a list together of what makes a mammal a mammal.
        1. warm-blooded animal
        2. vertebrate- has a backbone
        3. has hair or fur
        4. May hibernate
        5. They are the only animal that does not lay eggs.
      * I am going to start today by putting up pictures of different types of animals. When I put up a picture of an animal I will call somebody up to the front of the room and have them put the animal into one of the bins up here. The following animals will be available (#1-10 are mammals, 11-21 are not).
        1. beaver
        2. squirrel
        3. chipmunk
        4. gopher
        5. rat
        6. mouse
        7. rabbit
        8. bear
        9. camel
        10. kangaroo
        11. shark
        12. pelican
        13. flamingo
        14. parrots
        15. spider
        16. alligator
        17. frog
        18. giraffe
        19. butterfly
        20. lizard
        21. ladybug
      * After completing this activity, talk to the students about different mammal adaptations.
        1. Bats use echolocation to FLY in the night.
        2. squirells and chipmunks store food for the winter and hibernate
        3. rabbits can camoflauge into their surroundings based on the season.
        4. bears hibernate
        5. camels can carry a lot of water in their bodies and can last long amounts of time without drinking.
        6. kangaroos have pouches to hold their babies.
   3. Closure
      * After talking about adaptations, go over the different mammal names a second time to reinforce the lesson.
      * Have students share something that they learned from the lesson.
      * Hand out a quiz and have students match the mammal to its adaptation.
   4. Accommodations/Differentiation
      * Allow students that cannot go to the board to tell you which bin they believe the animal should be put into.
      * Offer an oral exam or bigger print for students having a difficulty reading the quiz questions.
   5. Assessment/Evaluation Plan

1. Formative- matching quiz of mammals to their adaptations. Teacher will collect and grade for correction.

2. Summative- no summative exam for this lesson.

1. Reflective Response
   1. Report of Students’ Performance in Terms of Stated Objectives (after lesson is taught)

Remediation Plan

* 1. Personal Reflection
     + Did the introduction help introduce the topic of mammals?

* + - Should I have gone into more detail about mammals? How?

* + - Did the quiz show overall understanding of the concept? What were the grades like?

1. Resources

Science Clarified. (n.d.). Retrieved February 9, 2015, from

http://www.scienceclarified.com/Io-Ma/Mammals.html