

Lesson Plan

Jessica Carey

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Research
3. Grade/Level: Kindergarten
4. Date: 2/13/2017
5. Interdisciplinary Connection: Science
6. Lesson Duration: 30-45 minutes

Relevance/Rationale

This lesson will be used to encourage students to search for answers to their questions. The students will review a specific topic and use a variety of resources to gain information and answer questions. The students will gather evidence and record basic information.

Outcomes/Objectives

Students are expected to use background knowledge combined with research to answer questions regarding a scientific topic.

TEKS

K.19 (A) Students are expected, with adult assistance, to ask questions about topics of class-wide interest.

K.19(B) Decide what sources or people in the classroom, library, or home can answer these questions.

K.20(A) Gather evidence from provided sources and use pictures in conjunction with writing when documenting research. Record basic information in simple formats.

Use of Formative Assessment:

Open-ended questions during lesson. Higher order questions during lesson. Turn & Talk for closure as teacher listens to student responses.

Technology & Other Resources/Materials:

Youtube video. PebbleGo online resource. Pocket chart for answers from research.

Academic Vocabulary

Research. Resources. Evidence. Questions

Lesson Procedures:

a. Hook

Show Youtube video clip from finding nemo. Instruct students to pay attention to characteristics of the shark including environment and features.

b. Higher Level Questions-

“Why do we use different resources?”

“What would be an alternative source of information if we did not have the internet?”

“Can you create an answer to our “I Wonder” statements after our research?”

c. Guided Practice

Earlier in the week students generated “I wonder” statements about sharks. Throughout the week we used various forms of research to gain more information and pose more questions. Today we will use an internet resource along with our weekly research to answer our “I Wonder” statements. Teacher has pockets for written answers. Students and teachers will generate answers to “I Wonder” questions using resources.

d.Independent Practice

Students will write answers to “I Wonder” statements on paper and place in correct pocket.

e. Closure

Conduct whole group discussion regarding any unanswered questions. Instruct students to share other places to find information.

Differentiated Instruction

Allow higher students to generate answers to “I Wonder” statements using word wall walls and little scaffolding.



Provide sentence stems for struggling students to help generate thoughts and unknown words.

Assessment Criteria for Success

Students will be assessed throughout the lesson with questions and answers. Students will be expected to follow along and provide answers to higher level questions. Further assessment will be made throughout weekly assignments.

Anticipated Difficulties

Students might struggle with generating answers to “I Wonder” statements from research. Teacher assistance will be provided when needed.

