CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # L-6
UNIT TITLE: Learning About Zoo Animals
Created By: Jenny D. Aguirre - Summer 2000
GRADE: 1st
Learning About
Zoo Animals

Jenny D. Aguirre
EHD 160A
Summer 2000
1st Grade
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will _______________________ by ________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will.....
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Identifiable Standards

READING:
Standard 1: The student experiences a wide range and variety of literature and other materials and produces evidence of understanding that print conveys meaning.
- Read and comprehend grade level appropriate narrative and expository text.
- Link information from stories with prior knowledge and personal experience
- Draw simple inferences responding to who, what, where, when, and how questions
- Maintain reading logs, journals, books talks, etc.
- Identify author/illustrator and describe the role of each
Assignments and tasks:
- Journal entries
- Interactive writing
- Guided Reading
- Shared Reading
- Rereading independent and interactive writing

WRITING:
Standard 4: The student organizes thoughts and information for writing, with assistance as appropriate, for audience and purpose.
- Stay with the assigned or selected topic
- Begin to edit to verify and self-correct spelling
Tasks:
- Graphic organizers
- Journal entries

SPEAKING AND LISTENING:
Standard 7: The student uses speaking and listening skills to communicate effectively.
- Take turns when speaking and listening
- Give, restate, and follow two-step directions
- Read aloud in a manner that sounds like natural speech
Tasks:
- Oral sharing
- Response to teacher's oral directions
Recitation of songs and poems

SCIENCE:

Standard 4: LIFE SCIENCE.
The student demonstrates an understanding that all organisms are interrelated to other organisms and the environment.
4-1: Understanding that living things have a life cycle and live in a variety of environments.

MATH:

Standard 4: STATISTICS AND PROBABILITY
Students demonstrate knowledge of basic skill, conceptual understanding, and problem solving in statistics and probability.

Use concrete materials to organize small amounts of data
Fill in symbolic graph based on a concrete or pictorial graph
Read simple bar graphs for information
Outcomes and Objectives

Upon completion of this unit the students will be able to:

- Identify and label 300 animals.
- Develop a better understanding of animals found in a zoo.
- Increase knowledge of 300 animals and their original habitats.
- Improve listening and comprehension skills.
- Develop an understanding that many of the 300 animals come from distant countries.
- Improve their understanding of the habitats of 300 animals.
Vocabulary

diet
domesticated
dangerous
grasslands
habitat
tame
Temperate forests
Tropical forests
wild
<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday 6/27</th>
<th>Wednesday 6/28</th>
<th>Thursday 6/29</th>
<th>Friday 6/30</th>
<th>Monday 7/3</th>
<th>Tuesday 7/4</th>
<th>Wednesday 7/5</th>
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<td>8:15-8:30</td>
<td>Opening Calendar</td>
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<td>ZOO FIELD TRIP</td>
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<td>Menu/Songs</td>
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<td>8:30-9:00</td>
<td>Antonym Lesson</td>
<td>ABC Testing</td>
<td>Star Lab</td>
<td>Science Day ALL DAY</td>
<td>ABC Testing</td>
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<td>9:00-9:30</td>
<td>Spelling</td>
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<td>9:50-10:10</td>
<td>D</td>
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<td>11:30-12:12</td>
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<td>12:30-1:00</td>
<td>Organize KWL chart</td>
<td>Math Zoo Graph</td>
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<td>1:00-1:30</td>
<td>Lion plate art <strong>EARLY dismissal</strong>*</td>
<td>Dear Zoo book &amp; activity</td>
<td>Animal Habitat continued</td>
<td>Science Day continued</td>
<td>Giraffe puppet</td>
<td>Complete KWL chart</td>
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<td>1:30-2:00</td>
<td>P.E. Dismissal</td>
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Clinical Teaching Lesson Plan
Circle One: NEW or RETEACH

Grade 1 Subject: Reading
Standard 1
Lesson Title: Dear Zoo

Teacher Materials: Dear Zoo book
Vocabulary: habitat, endangered, tame, wild

Students' Materials: Crayons, glue, scissors, Dear Zoo book, flap book

Objective: The students will hypothesize about what animal is hiding behind the container.

Set: Today boys and girls we are going to learn how to hypothesize "guess" while reading Dear Zoo.

Background/Input: Why are animals put in cages at the zoo? Possible response: Animals are not tame. Animals are wild and dangerous.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) Teacher discusses why animals are placed in a zoo, why are they taken away from their original habitat. Discuss endangered animals. Read Dear Zoo.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Students hypothesize about what is hiding behind the containers. Students should listen to oral language and visual cues.

3. Guided Practice: Hold a conversation about how beneficial it is to have animals in the zoo, saving the species from extinction.


5. Independent Practice: Students put together their own Dear Zoo flap book. They will be using their comprehension skills to complete book.

Assessment/Criterion: (Tie-in with objective) Assessment will consist of how well students comprehend the story while putting flap book together.

Student Teacher: [Signature]
Master Teacher Approval: [Signature]
Date: June 23, 2000
Clinical Teaching Lesson Plan
Circle One (NEW or RETEACH)

Grade 1  Subject  Science  Standard 4  Lesson Title  Animal Habitat

Teacher Materials  Vocabulary  Students' Materials
Habitat chart  pictures of animals  African Habitat worksheet
markers  grasslands  pg 4
habitats  temperate + tropical  pencil
forests

Objective: The students will associate different animals with their habitats.

Set: Today boys and girls we are going to learn about where zoo animals originally come from.

Background/Input: Students should have knowledge of zoo animals. Build knowledge for those students who do not have knowledge.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) Teacher discusses each region: grasslands, temperate + tropical forests. Use expressive language to describe each region. Give examples of what animals live in each region.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Students brainstorm about animals which belong to each region. Write down their responses on paper.

3. Guided Practice: Teacher passes out pictures of different animals to students. Students place on chart under correct region.

4. Activities:
   activity sheet pg 4

5. Independent Practice: Students complete worksheet pg 4 about "What is a habitat?"

Assessment/Criterion: (Tie-in with objective) Students will be able to define habitat and how animals who are in the zoo come from different regions.

Student Teacher: Jenny Aguirre  Master Teacher Approval

Date: June 23, 2000
Clinical Teaching Lesson Plan
Circle One NEW or RETEACH

Grade ___  Subject  Math  Standard  ___  Lesson Title  Zoo Graph

Teacher Materials
Graph___  Graph___  Zoo Graph Sheet

Vocabulary
Animal___  Pencil, Crayons.

Students-Materials

Objective: The students will sort animal crackers/cookies on graph sheet. Use of basic skills in reading and organizing simple bar graphs.

Set: Today boys and girls we are going to learn to sort animal cookies and organize them onto a bar graph.

Background/Input: Use of graph. Why do we use graphs.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) Teacher teaches use of graphs. Give an example of how to use a graph, and how to record our findings.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Teacher provides students with an example number of cookies (e.g., elephant cookies). Let's come up to chart and mark the answer.

3. Guided Practice:

4. Activities: Zoo Graph Sheet.

5. Independent Practice: Students complete Zoo graph independently.

Assessment/Criterion: Assessment will be based on total number of animal cookies corresponding with completed graph. (Total number of squares colored in).

Student Teacher: ___  Master Teacher Approval  ____

Date  June 23, 2000
Activities

- KWL chart: Build on students prior knowledge of Zoo animals. Complete the chart as a whole class.

- Dear Zoo activity: Read Dear Zoo to the students. Upon completion of the story the students will create their own Zoo book.

- Art:
  - Lion paper plate
  - Giraffe puppet

- Literacy Centers (see attached sheet relating to literacy centers)

- Reading of theme related texts. Read expository and fiction texts to the students during story time.

- Who at the Zoo book: Complete this group in small groups during literacy centers.

- Math Zoo graph: Students will graph Zoo animal cookies onto the prepared graph paper.

- Science: Animal habitats: Discuss the different habitats that exist and how many of the Zoo animals come from different habitats.

- Culminating unit activity: Trip to the Chaffee Zoo
Literacy Centers

2. Practice handwriting with the letter E.
3. Write a friendly letter to your favorite Zoo animal.

Independent Center:
   1. Antonym worksheet
   2. Students illustrate a picture using the animal stamps and write about their picture.

Listening Center:
   Students listen to Lions, by Barbara Sweet Burt. After listening to the story students will complete a response sheet.

Spelling Center:
   1. Spell 300 animal names
   2. Stamp the names onto Make your Words sheet.

Library/Computer:
   Library: Students read books independently
   Computer: Students work on computer programs
Bibliography

Books:


Assessment

whole class discussions.

Observations:
♦ Sort and Classify 300 animals according to their habitat.
♦ Graph 300 animals.
♦ Improve listening skills. Teacher will observe children sitting quietly, interacting, listening and participating throughout the unit.

Discussion:
♦ Student will answer questions about the stories which are being read.
♦ Hold Grand Conversations with the class.
♦ Brainstorm together animals found in the Zoo.
Criterion assessment of overall goal.

Assessment of the overall goal will be accomplished by the completion of the K-W-L chart, as well as post activity lessons. Students will be given the time to reflect on the books read to them, lessons taught, and field trip taken. The students will write in their journals or write about what they have learned about 300 animals. Their writing should contain new knowledge about 300 animals.