

**Ohio Standards Connections:****Grade level:** Kindergarten**Physical and Behavioral Traits of Living Things**

This topic focuses on observing, exploring, describing and comparing living things in Ohio

**Lesson Summary:**

The students will be learning about different animals and insects that are native in Ohio.

The students will be exploring, describing and comparing each animal. To explore, they will be looking at specific parts of the animals with a magnify glass and cup. To help them become familiar with describing, they will be guessing animals based on the teacher's description and recording their answers on a whiteboard. Students will comparing by sorting the native and non-native animals in the T chart. This lesson allows the students to be working collaboratively and individually.

**Estimated Duration:** 60 minute lesson

- Green Screen Video- two minutes
- Explore (Cup activity)- 30 minutes
- Describe (whiteboard activity)- 10 minutes
- Compare (Graphic organizer)- 15 minutes

**Instructional Procedures:**

- 1) Green Screen Video
  - a) On projector or smartboard play the green screen video introducing what the class will be studying.
- 2) Explore (Cup activity)

- a) Students will receive a tray (one for each table)
- b) On the tray there will be four cups with magnifying glasses. In the cups will be an artifact from each Ohio animal they are learning about; black racer snake, white tailed deer, ladybug and cardinal)
- c) For the snake you can use a snake skin. For the deer, fur. For the the ladybug, the insect itself and for the cardinal use some feathers.
- d) The timer will be set and each student will look at the artifact for five minutes before passing it on to the person next to them when the time goes off.
- e) After inspecting the cup and before the timer goes off and it is time to pass it on, the students will need to write down their observations on the worksheet provided.
- f) After all the students have looked at the artifacts, they will have a 10 minute group discussion about their observations.
- g) The students will put away the trays but hold on to their worksheets to use for the next activity.

3) Describe (WhiteBoard Activity)

- a) Each group will be given a whiteboard and whiteboard marker.
- b) The students can use their observation papers to help them figure out the description clues.
- c) The teacher give three descriptions of their choice about the animal and at the end ask “Who am I?” They will give three descriptions for each of the four animals.

This means by the end of the game the teacher would have described four animals with 12 descriptions total.

- d) Example- “I am awake at night. I run when I see people. I have fur. Who am I?”

As soon as the teacher asks the question to the class, the timer should be set for 25 seconds. When the timer goes off all the students will hold up their boards.

The students who had the right answer will get one point.

- e) After each answer is revealed show the picture of the animal on a powerpoint.

- f) At the end of the game this team with the most point will win.

#### 4) Compare (Cut and Paste Sorting )

- a) Each student will need glue and scissors.

- b) They will silently and independently do the T chart/ sorting paper provided.

- c) There will be eight picture and the students will need to determine the difference between non-native animals to Ohio and native animals to Ohio.

- d) There will be one picture of each of the animals we learned about and four animals that do not belong on the chart.

#### 5) Assessment

- a) When the students have completed the cut and paste sorting chart, they will turn that into the teacher. The teacher will grade that paper to understand if the students learned each of the native animals.

#### 6) Enrichment

- a) The next day, after the cut and paste paper is graded, hand the papers back to the students.

b) As a review, have the students color all the native animals green and the non-native animals various colors of their choice.

#### **Differentiated Instructional Support:**

This lesson can be differentiated for lower level students by making the magnifying glass activity a whole group lesson that is led by the teacher. Each of the cups can be passed around one at a time and they can record their data as a class. The whiteboard activity can be modified for higher level students by adding difficult animals in the mix. Example- bald eagle, it is the country bird not the state bird. For lower level students the teacher can make it a whole group activity and have the students sort the animals as a class and make an exit ticket as the post assessment.

#### **Post-Assessment:**

- The two worksheets filled out during the lesson will serve as post assessments. The observation worksheet will be graded to see if the student recorded their data accurately.

The second form of post assessment is the cut and paste sorting sheet. They will be graded on how accurately they were able to sort the animals into the right columns.

#### **Homework Options and Home Connection:**

- Each student will be assigned to a research worksheet based on a book they will need to check out at the library about one of the animals they learned about in the lesson.
- The students will also be asked to write a magazine article about one of the Ohio animals they learned about. The article will need to include at least three sentences with facts and an illustration.

- Students will be asked to go home and pick one additional fact about an Ohio animal.

The students will come in the next day and record their new fact on a large poster board.

### **Materials and Resources:**

Teachers:

- A green background, (fabric, or paper)
- A ipad, (with green screen app)
- Computer
- Magnify glasses
- cups
- Deer fur
- Cardinal Feathers
- A ladybug
- A computer timer
- Whiteboards/ markers
- Two different worksheets

Students:

- Glue
- Colored pencils
- Scissors
- Pencils

### **Key Vocabulary:**

- Native
- ladybug
- White-Tail Deer
- cardinal
- observation
- Explore
- mammal
- insect

#### **Technology Connections:**

One technology connection is operating a green screen to introduce the topic on the lesson in the beginning. Another way that technology is connected is when playing the whiteboard game by using a timer on the computer. Using the whiteboards, gives the student a different type of technology that is not an electronic.