

Jessica Stiffler
Professor Stetzel
EDUC 325
October 20, 2010

Animal Comparisons Lesson Plan
Dog and Duck

Lesson: Dog and Duck Visit

Length: 30 minutes

Age or Grade Level Intended: Kindergarten

Academic Standard(s):

K.3.2 Describe and compare living animals in terms of shape, texture of body covering, size, weight, color, and the way they move.

Performance Objective(s):

While observing a dog and duck, students will orally describe one physical characteristic of each animal during sharing time.

Assessment:

Students will be assessed on their ability to orally describe the dog and the duck.

Advance Preparation by Teacher:

Create times for a duck and a dog to visit the classroom

Get the book *Fluffy and Baron*

Procedure:

Introduction/Motivation:

“Good afternoon kindergartners. We have been talking about the different kinds of animals there are. Today we are going to read a story called *Fluffy and Baron*. Let’s do a picture walk! What do you think this story is about? (Bloom’s Knowledge) This story is about a duck and a dog who become friends even though they are very different. I am going to read you the story. If you all listen carefully to the story, there will be a surprise at the end! Now that you have all listened very carefully who can tell me one thing that Fluffy and Baron had in common? (Bloom's Knowledge) Can anyone tell me one thing that was different about the two? (Bloom's Knowledge). That’s right! Now I have a surprise for you but we have to be really quiet so we don’t scare them. Come on in visitors!”

Step-by-Step Plan:

1. Read *Fluffy and Baron* **ENGAGE**
2. Ask questions about the story
3. Introduce the visiting dog and duck
4. Give the students time to observe the animals and ask their owners questions (Gardner: Visual/Spatial Intelligence/Bodily Kinesthetic) **EXPLORE**
5. Have the students form a circle with the duck and dog in the middle

6. Go around the circle and ask students to describe and compare the animals size, weight, color, texture, etc... (Gardner: Verbal Linguistic Intelligence) (Bloom's Comprehension/Application)
7. Ask for questions (Bloom's Evaluation)
8. Thank the visitors and have students remain in the sharing circle.
9. Have grand discussion on what the animals had in common and on how they were different. (Gardner: Verbal Linguistic Intelligence) (Bloom's Knowledge).

ENGAGE

10. Conclusion

Closure:

“Today we read the story about Fluffy and Baron, and then we had two wonderful visitors. I am so happy that they came to visit! We found out that the duck and the dog were different in many ways. We also found out that they were the same in other ways as well. As we continue learning about animals, we will observe and describe two more animals tomorrow! I am not going to tell you what the animals are, it is going to be a surprise! Keep those thinking caps on and I will see you tomorrow for another day of learning about animals!”

Adaptations/Enrichment:

Student with ADHD- He or she can be in charge of keeping the other students silent and respectful by patrolling the circle with the teachers help. This helps the student stay engaged in the lesson and keeps him or her from being disruptive to others. The student can hold the book while you read the pages to the class as well.

Student with Gifts and Talents- Have the students orally share his or her findings. Once they have completed their descriptions and comparisons, have them be the recorders for the group. They will write down interesting descriptive words to share with the class in discussion time.

Students with Learning Disabilities- Students should be paired up with a partner who can help them orally describe the two animals. The student should be asked simple questions dealing with color or size.

Students with Behavioral Disorders- Have these students sit next to the teacher to keep them in line during story time, and when the visitors come.

Self-Reflection:

Did the lesson go well? Were the students scared of the animals? Did the students compare and describe the animals correctly. What went wrong? Would I change anything next time? What went well? Did the students like the book? Were the students engaged?