



Technology-Connected Activity Plan

Title:	Animal Adaptations
Grade Levels:	📖 Kindergarten
Curriculum Areas:	📖 English Language Arts/Science
Measurable Objectives:	<p>📖 TSW write using descriptive language.</p> <p>📖 TSW write using phonetic spelling and spacing between words.</p>
Common Core Standards:	<p>📖 LA.K.CCSS.ELA-Literacy.W.K.2 - [Grade Level Standard] - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>📖 LA.K.CCSS.ELA-Literacy.W.K.8 - [Grade Level Standard] - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>📖 LA.K.CCSS.ELA-Literacy.SL.K.4 - [Grade Level Standard] - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>📖 LA.K.CCSS.ELA-Literacy.SL.K.5 - [Grade Level Standard] - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
Grade Level Expectation	📖 SCI.K.25 - [Expectation] - Identify easily observable variations within types of plants and animals (e.g., features of classmates, varieties of trees, breeds of dogs)
Webb's DOK Level and Evidence that it is on that level:	<p>📖 DOK Level 3</p> <p>Investigate: Students will use multiple videos and non-fiction texts to investigate their chosen animal.</p> <p>Cite Evidence: Students will indicate where they got their labeled information for each adaptation on the back of their drawing.</p>
Technology Connection:	<p>Arkive Website: www.arkive.com</p> <p>National Geographic Young Explorers:</p> <p>http://ngexplorer.cengage.com/ngyoungexplorer/index.html</p> <p>Espresso: www.espresso.com</p> <p>Audubon Zoo:</p> <p>http://www.auduboninstitute.org/visit/zoo/exhibits-and-attractions</p>
Assessment:	📖 Labeled Drawing of Animal in Habitat
Procedures:	<p>📖 The activities in this lesson should come towards the end of a unit of study about living things and their adaptations. Prior to this lesson students will have selected an animal which is at the Audubon Zoo. Students will have spent time exploring their animal prior to this lesson.</p> <p>📖 Modeling: The teacher will model the entire process of the course of the days when students are doing their research.</p> <p>📖 Process:</p>

	<ul style="list-style-type: none"> 🖥️ Students will spend time looking at videos, books, photographs... of their animals. They will make notes on their Adaptations Research sheet about the adaptations of their animals. They will indicate the resource in which they saw the adaptation being used by the animal. 🖥️ Students will draw their animal's habitat on a large sheet of drawing paper. 🖥️ Students will then draw and color/paint their animal making sure to include any special adaptations he or she observed during the research time. 🖥️ Students will either write or dictate to the teacher about adaptations specifically stating the evidence from the resources used by the student on the 1"X3" labels. 🖥️ Students will place labels by the animal's adaptations.
Materials:	<ul style="list-style-type: none"> 🖥️ Computers 🖥️ Resource Websites: Arkive Website: www.arkive.com National Geographic Young Explorers: http://ngexplorer.cengage.com/ngyoungexplorer/index.html Espresso: www.espresso.com Audubon Zoo: http://www.auduboninstitute.org/visit/zoo/exhibits-and-attractions 🖥️ Animal Adaptations Sheet 🖥️ Large Drawing Paper 🖥️ Paint, markers, pencils 🖥️ 1"X3" labels 🖥️ Classroom Library Resources- Wild Animal Baby, Zoo Books, National Geographic Little Kids, general non-fiction texts about animals.
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