

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Subject/Grade: Science 1/2    Lesson Title: Identifying names of offspring**

**Teacher: Miss. Finlay    Date: November 3, 2021**

**Stage 1: Identify Desired Results**

**Outcome(s)/Indicator(s):**

**AN 2.1** Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles

(c) Identify the names of the offspring (e.g., cub, pup, calf, kitten, chick, fawn, fingerling, maggot, tadpole, gosling and infant) of familiar animals

**Key Understandings: ('I Can' statements)**

- I can identify the difference between a baby and an adult animal.
- I can understand that there are sometimes different names for offspring than adult animals.
- I can identify the different names of the offspring used in this lesson.

**Essential Questions:**

- Which picture shows the baby animal?
- How do you know the difference between a baby and a full grown animal?
- What is the name of each offspring?

**Prerequisite Learning:** Students will know the names of common animals but not necessarily understand that the offspring to each animal has a different name.

**Instructional Strategies:**

- Use of **video/song** to engage students
- Asking **questions and using examples** from the video/song.
- **Classroom Discussion** to allow students to understand the difference between each full grown animal and their young one and the different names that each animal is called at different stages of life.
- **Using the whiteboard** to write out animal names and using **visuals** to help students understand which animal is called what.

**Stage 2: Determine Evidence for Assessing Learning**

**Assessment throughout the class:**

Formative: Discussion - Class discussion will begin at the very beginning of the lesson right up until worksheets are handed out. Students will have the opportunity to share what they have learned from the video as well as from previous classes. This will help the teacher understand where each student is at in their learnings.

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Miss. Finlay will engage in this discussion visiting each student while they are working independently in desks.

Formative: Miss. Finlay will be able to assess students' understanding of identifying names of offspring when observing students' worksheets.

### Stage 3: Build Learning Plan

**Set (Engagement):** **Length of Time: 5min**

**Describe what offspring and young one means.**

**Different stages of life.**

1. Opening: Hello grade one and twos, today we are going to be doing a lesson on science. Do any of you know what the word offspring means?
  - Offspring is a fancy word that is used instead of the word baby. When an animal is pregnant and has the baby we call it an offspring.

Offsprings sometimes have different names than the grown up animals. Let's listen to a song that will help teach you all different offspring names!

2. Play video: APPUSERIES. (Sept 28 2019). *Animals and their Young Ones | Learning song for Children | 4K | Appu Series.* [YouTube].

[Animals and their Young Ones | Learning son...](#)

**Development:** **Time: 23min**

1. Debrief from video: please raise your hand if you would like to share one animal that you remember from the video/song that we just watched.
2. Miss Finlay will call on students with their hand raised and ask them what animal they remember. As students share their answers, Miss. Finlay will write the name of the animal up on the board as well as provide a picture of the animal beside the writing.
3. Once all of the animals have been recognized, Miss. Finlay will go over what she has written on the board and ask students if they think that any animals are missing.
4. Miss. Finlay will then go over the list and ask if anyone remembers the names of the offspring that go with each animal. Students can raise their hand to make a guess, Miss. Finlay will give time for students to think about the video and then she will announce the name of the offspring and write the name on the board with a picture provided for a visual.
5. Miss. Finlay will go over the offspring name of each animal listed on the board.
6. Once the list on the board is complete, students will be asked to stand up beside their desks for a short

**Materials/Resources:**

- APPUSERIES. (Sept 28 2019). *Animals and their Young Ones | Learning song for Children | 4K | Appu Series.* [YouTube].
- Pencils
- Whiteboard
- Whiteboard marker

**Possible Adaptations/**

**Differentiation:**

- For students who may finish their work quicker - allow them to colour the pictures on the worksheet.

**Management Strategies:**

- Teacher models behaviour that is expected from students
- Praise students for hard work and good ideas
- 123 eyes on me- student repeat to regain attention
- Give clear expectations for students for when they are done their work
- Redirecting behaviour to match classroom expectations

**Safety Considerations:**

- Consider safety of students when working with a class, students should not feel left out when working on class discussion

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movement break. Miss. Finlay will lead the movement: **Let's stand up really tall and reach for the sky! Reach, reach, reach! Now let's reach down low and touch the ground. Stand up and reach to one side, now reach to the other. Take one deep breath in through the nose.... Now exhale. Good job everyone, now let's take a seat at our desks.**

7. If students are taking a long time to get settled, Miss. Finlay will say: **1, 2, 3 Eyes on me**
8. Once students are facing forwards in their desks, have listening ears turned on and look ready to learn, Miss. Finlay will explain a worksheet to the students.

**Grade one and twos, we will now be doing a matching worksheet. On one side of the hand out there will be a list of all the full grown animals. On the other side will be a list of the offspring (Show students what the worksheet looks like, pointing out each column). It is your job to match each full grown animal to its offspring by drawing a line (do a demonstration). Grade ones will have the names of each animal written on the page. Grade twos have the job of writing the names of the offspring for each animal. Grade twos, I wrote the names out on the board, so you can look at the board for spelling.**

9. Handout: Have Emma, Alyssa, Victoria, Noah and Lillian hand out the papers for their rows quietly.
10. Miss. Finlay will circle the room assisting any students that have questions or require assistance

\* Miss. Finlay will write down on the board the names of students that are in the washroom to keep track of who is outside of the classroom.

**Learning Closure:**

**Time: 2min**

1. Make sure students write their name and date in the spaces provided at the top of the worksheet and hand it in at the front of the classroom.

**Stage 4: Reflection**

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## Professional Goals Plan

**Topic: Names of offspring**

**Date: Wednesday November 3rd**

**Teacher: Danica Finlay**

**Observer: Sheri Kupper**

<b>1. Professional Goals</b>	<b>2. Steps to Achieve Goals</b>
<ul style="list-style-type: none"><li>- Keeping everyone on task and engaged</li></ul> <p>Teaching for the first time on my own I want to be able to make sure students are engaged during the lesson. Multitasking will be a good challenge to experience as I will not have a partner teacher with me to observe the class while I am instructing. It is important to have strong class management as there are 26 students and 1 teacher.</p> <ul style="list-style-type: none"><li>- Handing out worksheets in a timely matter</li></ul> <p>Worksheets can take up lots of time in a lesson when that time could be used for learning. As a teacher I want to be sure that the worksheets used during my lessons are handed out efficiently so that students are not waiting for long periods of time and losing focus within the lesson.</p>	<ul style="list-style-type: none"><li>- Having an engaging video that students will enjoy and be excited to learn about.</li><li>- Provide a movement break to allow students to move before returning to focused work.</li><li>- Observe class and check for understanding of the lesson. If students are digging in desks or talking, remind individuals that it is time for listening. Ears should be listening and eyes facing the teacher. The saying "1, 2, 3 Eyes on me" will be used to regain students' attention when needed.</li><li>- Having students that sit in the front of each row hand out the worksheets. This will reduce the time between explanation of the activity and the actual activity itself.</li></ul>

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**3. Instructions to observer:**

If possible, please sit at the back of the room and take notice to the students that seem off task, distracted or confused. Am I noticing these students? If I am not noticing the students please let me know at what points throughout the lesson should I have noticed these students. At any point did my lesson get disengaging for students? I would also appreciate it if you took notice of the way I am distributing the worksheets. Could this have gone smoother?

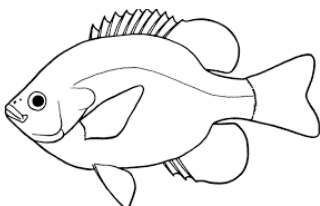
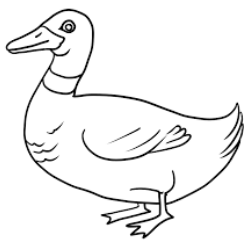
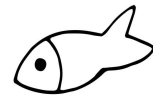
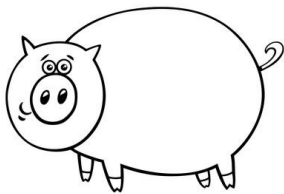
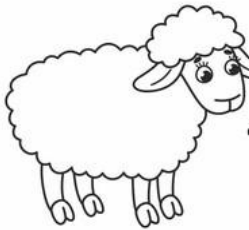
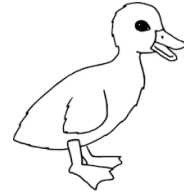
Thank you!

**4. Data Collection:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Names Of The Offspring



Name: \_\_\_\_\_

Date: \_\_\_\_\_