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| Criteria | Points Possible | Points Earned | Comments |
|---|------------------------|----------------------|-----------------|
| Includes grade level, title of lesson, and unit title | 10 | | |
| Entire performance standard written out | 10 | | |
| Essential Question and Objective listed | 10 | | |
| Key Words and Terms included | 5 | | |
| Abstract included | 10 | | |
| Materials included and accurate | 10 | | |
| Safety Concerns included and accurate | 10 | | |
| Procedures written in list format and detailed | 20 | | |
| Notes, Tips, References included | 5 | | |
| On time (not accepted after two days) | 10 | | |
| Total | 100 | | |

Grade Level:

Kindergarten

Title of Lesson:

Mammal or Non-mammal?

Unit Title:

Plants and Animals

Performance Standard(s) Covered:

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

SKL2. Students will compare the similarities and differences in groups of organisms.

a. Explain the similarities and differences in animals. (color, size, appearance, etc.)

Essential Question:

What are the characteristics of a mammal?

Objective:

The goal was to see if the students could group mammals based on physical characteristics and knowledge learned beforehand apart from non-mammals.

Key Words and Terms:

Mammal

Non-mammal

Hair/Fur

Live birth

Warm blooded

Mammary glands/Milk

Learning Activity

Abstract (limit 100 characters):

For this lesson, the students were asked to categorize pictures of animals based on whether they thought the animals were mammals or not considering the visible physical attributes shown and things we talked about before about mammals.

Materials Needed:

Pictures of mammals/non-mammals

Two posters

Safety Concerns:

None

Procedure:

The procedure for this was very simple. First, before the lesson talk about some things mammals have that other animals don't have, such as hair or mammary glands. Then have about 20 cards of mammals and non-mammals and show each card to the students. Ask them "mammal or non-mammal?" then ask why they chose what they did. After they answer place it on the appropriate poster (make sure to label them either mammal or non-mammal) and explain why it goes on that poster. It's good to have some animals that don't quite have everything visible, like dolphins or whales. Elephants also surprise them a lot. Go through all the cards. If you want it to be more interactive, instead of you showing the cards give one to each student and have them explain their card and let them place it on the poster instead.

Notes and Tips:

When I did the lesson, I placed the posters next to each other. The point was to categorize the animals as a group, but because the posters were next to each other they turned it into a competition, which wasn't the point. So I would place the posters on top of each other rather than on each side of the table.

References:

None