



Baby Animals Lesson Plan

Students will be able to identify animals and their offspring groupings of infant, calf, cub, piglet, duckling, joey, pup, foal, kid, lamb, chick, kitten, fawn, puppy, and fledgling.

Lesson 1

- Have your students bring their TOP Trumps cards and ask them to identify the names of a baby cow, baby dog, baby seal etc.
- Inform them that cows have calves, cats have kittens and seals have pups.
- Explain to your students that animals have babies that they take care of.
- Have students review the images from their cards.

Make a large chart having students place their TOP Trumps cards in the appropriate space directly below the name. For example:

<u>Calf</u>	<u>Infant</u>	<u>Cub</u>	<u>Chick</u>	<u>Pup</u>	<u>Joey</u>	<u>Kitten</u>	<u>Fledgling</u>	<u>Piglet</u>	<u>Foal</u>

Have a discussion about the similarities or differences between the animals that are called the same as babies, yet are quite different.

CCSS.ELA-LITERACY.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CCSS.ELA-LITERACY.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided.

CCSS.ELA-LITERACY.L.1.5.A

Sort words into categories to gain a sense of the concepts the categories represent.

Lesson 2

- Begin a classroom sing-a-long of the alphabet song.
- Tell your students that today's lessons will involve their TOP Trumps cards and the alphabet.
- Hold up the cat card and ask the students what letter they see at the beginning of the card.
- Ask them to make the hard "C" sound.
- On the board or whiteboard write "Connor can catch caterpillars" or "Cathy can color with her crayons".

- Have a student read the sentence aloud.
- Have another student identify how many words in the sentence begin with the letter “C”.
- Explain that this sentence contains *alliteration*, or the repetition of several words that begin with the same word or sound.
- Ask students to call out their favorite animals from their TOP Trumps deck of cards. To model the activity, use one of the cards that a student has suggested and brainstorm aloud a few words that begin with the letter.
- Create a sentence using the animal and some of the words the students thought of. For example, if “hippopotamus” was the choice, the sentence could be “The hungry hippo hurried to the hamburger stand.” Obviously, the sentences can be nonsensical...and the students especially love these! (Emphasize that not every word needs to start with the same letter, and that students should prioritize being creative!)
- Students can begin to make an animal alphabet book if you choose.
- Enrichment: Students who complete the assignment can be asked to write a short story about their favorite animal.
- Support: Students requiring support who have trouble writing their sentences can dictate their stories to you or a peer.

CCSS.ELA-LITERACY.RF.1.2

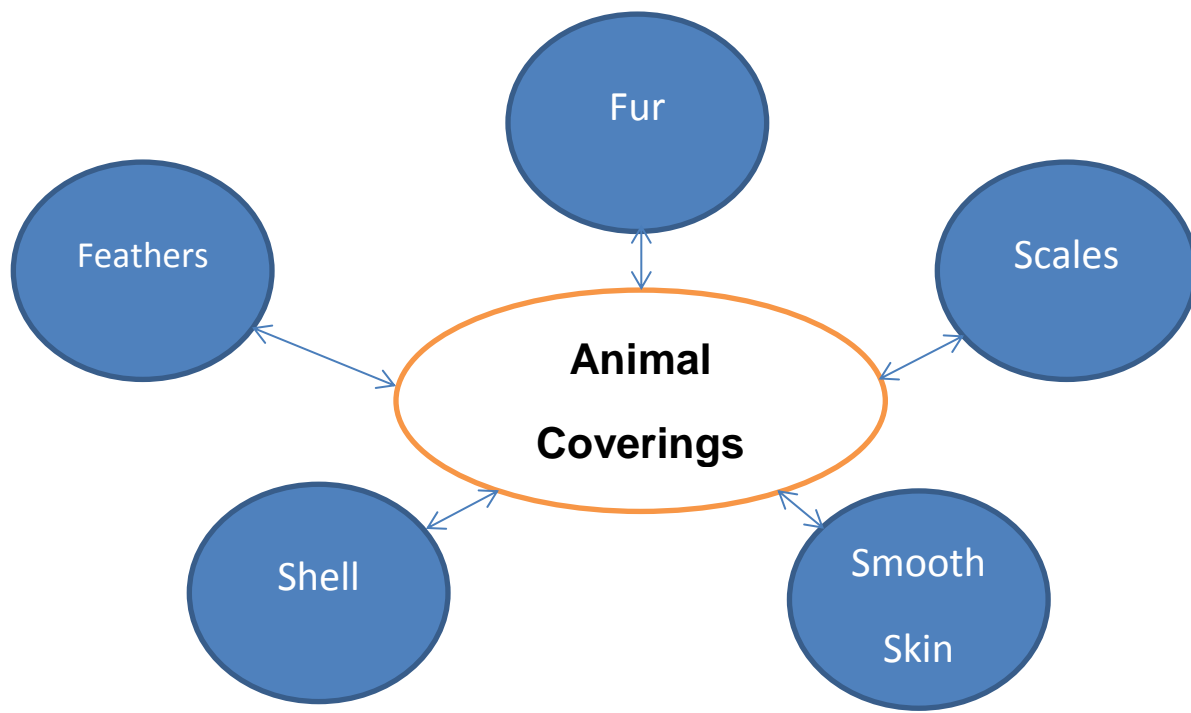
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Lesson 3

Animal Coverings

Animals have different features that help them survive in different places. These features which are also called body coverings include fur or hair, shells, scales, skin and feathers. This lesson will have your students matching the animals in their TOP Trump set with the correct body **covering**,

- Make a sheet or chart for your students to use that include the previously mentioned body coverings. An example is shown below.



CCSS.ELA-LITERACY.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information. CCSS.ELA-LITERACY.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information.

CCSS.ELA-LITERACY.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided

CCSS.ELA-LITERACY.L.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Lesson 4

Using prior knowledge, have students have a discussion of the most common places that animals would live. (farms, ocean, forest, desert etc.) Have students separate their cards into these locations counting where most of their animals live.

Make a chart of some of the most commonly used academic vocabulary that pertain to animals and have students use that vocabulary to write about life in one of the locations that they previously discussed. (*For below-level students, have them write a phrase using the words from the word bank and have on-level students write sentences and encourage above-level students to write sentences or a paragraph that includes details about the location including other animals.

In order to build oral language, put students in pairs and give them a sentence starter to work from. An example such as “I never thought....” works well.

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details.

CCSS.ELA-LITERACY.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information.

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.L.1.5.B

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

Lesson 5 Guided Research

Three main focus points for early learners of the Common Core State Standards are:

Going deeper and making connections to learning

Building vocabulary that is rich and varied

Exposing children to research and creative thinking

These are the steps that can be used to begin the process of teaching guided research.

1. What do they know? (Accessing prior knowledge)
2. Fill in the gaps (Many students do not come to school with background knowledge, so you will need to add to the information on the TOP Trumps cards by bringing in picture books or other resources. Images from other books or online resources can be helpful as well.)
3. Establish a desired understanding (This is where you and your students decide what they want to learn about and determine an “essential question”. They base their research on this question.)
4. Where can I get help? (What resources do we have available? Will your students go to the WEB or are their other experts available? The librarian? For the earliest web users, you will want to have specific bookmarked websites made available for them utilizing pre-determined keywords to support their research. Have students go to their TOP Trumps cards for valuable information.)
5. What resources can I use?
6. Explain the assignment and begin the actual research.
7. Discuss findings and organize information. (Depending on how the research groups were determines, this may be a whole or small group process. Students will discuss their findings and develop ways to organize their information. Make sure that they have answered their essential question!)
8. Produce and share information

CCSS.ELA-LITERACY.W.1.7

Participate in shared research and writing projects.

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.