

Name: Christine Wiegel **Grade Level:** Pre-K **Date:** 3/24/15, Tuesday **Group Size:** 19

Lesson Topic: Rumble in the Jungle

Objectives: (TLW:)

- TLW acknowledge the environment animals live in (LG1)
- TLW compare animals in 2 or more ways (LG2)
- TLW express understanding of animals and their characteristics (LG3)

GLE's/Benchmarks:

- CSS.4.11 Discuss shelters/homes in various geographic regions
- CS.3.8 Use basic vocabulary to describe living things and their similarities and differences
- LL.2.4 Use new vocabulary acquired through conversations, activities, stories, or books.

Teacher Materials/Resources:

- Rumble in the Jungle
 - o Giles Andreae and David Wojtowycz

Student Materials/Resources:

- White Paper
- Pencil
- Sharpies
- Paint brushes
- Water colors
- Water
- Small Dixie cups

Technology Integration: Due to lack of Internet in our classroom, no technology will be used during this lesson.

Pre-Assessment: Before the teacher work sample, I will ask students about animals using pictures. Students will verbally express what they know about where the animals live. I will record a check if they show an understanding of the animals environment, I will put an X in the column if they do not grasp the environment of the animals. (See appendix A)

Lesson Procedure and Activities:

Introduction: The teacher will show the book cover and ask students their predictions of what will happen. Point out the details on the cover and allow students to express their predictions verbally.

Activities:

- Introduce book Rumble in the Jungle
- Ask what animals they see?

- Girafee
- Monkey
- Zebra
- Allow students to discuss qualities of a jungle
- Point out stripes on first page
- Ask what animal?
 - Zebra
- Introduce author
- Ask what does the author do?
 - Writes the words
- Introduce the illustrator
- Ask what does the illustrator do?
 - Draws the pictures
- Questions:
 - What sound does a monkey make?
 - Where do they live?
 - Trees, Jungle, Vines
 - What does the lion's environment look like?
 - Sand, clouds, desert
 - How many red birds are with the Zebra's?
 - 4
 - The hippo and crocodile live where?
 - The water
 - What is the gazelle doing?
 - Jumping over the lion
 - Let me see your gorilla impression.
- At the finish of the book, have students retell animals and their environments.
- Instruct students to paint their favorite animal.
 - Draw with pencil
 - Trace with sharpie
 - Paint with watercolors
 - Remind students to write their names on their papers

Closure: Perform a picture walk of the animals and allow students to make noise of animals. The teacher will dismiss students to the extended art activity using willabee wallabee, which works on rhyme and repetition. Students will practice their artistic skills while expressing their understanding of animal characteristics.

Differentiation: How will you organize and manage instruction to make the lesson appropriate for:

1) The age of the children

This activity is age appropriate because the children enjoy read aloud's and enjoy expressing their creativity through artistic creations. With the constant interaction throughout the book, students will be engaged and be able to relate to the story. Knowing children can not sit long, the story is not long and uses colorful and vibrant illustrations to keep the children's attention.

2) The interest and abilities of each individual child

Students have been discussing animals and will often make animal noises and play jungle and pets outside at recess. Due to their interest, this lesson and the teacher work sample was created. The fact that students showed interest before the lesson even began gives me confidence that they will engage and further explore their initial interests.

3) The context/culture of the classroom?

The classroom boast a sense of community, ensuring children feel comfortable and safe. They will be sitting on a rug during the read aloud and will be encouraged to actively participate. The art creations will be made while sitting at the large round tables in the classroom.

Post-Assessment/Evaluation: To determine if the objectives have been met, the teacher should use close observation throughout the lesson to obtain information on students processing and understanding. Also, the teacher will record at the end of the work sample, using the same checklist as the pre-assessment.

Appendix A:

Animal Environments

Student	Monkey	Lion	Crocodile	Comments
1				
2				
3				
4				
5				
6				
7				
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