

**Name:** Christine Wiegel **Grade Level:** Pre-K **Date:** 3/25/15, Wednesday **Group Size:** 18

**Lesson Topic:** What do animals eat?

**Objectives: (TLW:)**

- TLW express understanding of animals and their characteristics (LG3)
- TLW engage in conversation about animals and the foods they eat (LG 3)
- TLW practice using their 5 senses

**GLE's/Benchmarks:**

- LL.2.4 Use new vocabulary acquired through conversations, activities, stories, or books.
- CS.1.1 Use all 5 senses to collect information, describe, and classify, and form conclusions about what is observed.
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**Teacher Materials/Resources:**

- Pictures of animals
  - o Bear
  - o Rabbit
  - o Mouse
  - o Parrot
  - o Monkey
- Food Items
  - o Honey
  - o Carrots
  - o Cheese
  - o Sunflower Seeds
  - o Banana
- Poster Board
- Marker
- Glue

**Student Materials/Resources:**

- Blind Fold
- Plate
- Food items: Honey, carrots, cheese, sunflower seeds, banana

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

**Pre-Assessment:** Students will be called individually to look at animals pictures and verbally express what each animal eats. The results will be recorded using a checklist (see Appendix A). The student will receive a check for every correct food and animal match and will receive an X if they are unable to express the food that relates to a particular animal.

**Lesson Procedure and Activities:**

**Introduction:** The teacher will show pictures of the animals one at a time and allow students to engage in conversation about their observations. The teacher will use questions such as. What animal is this? Does he have skin or fur? Describe how you came to that conclusion. What does his shelter/home look like?

**Activities:**

- Hold up the card with a bear on it.
- Allow students to express their observations and current knowledge on bears.
- Ask students, “can anyone share with us what they think a bear eats?”
- Allow ample time for thinking and responses.
- Show students a jar of honey.
- Allow students to describe what they think honey tastes like and record it on a poster next to the picture of honey.
- Glue the picture of a bear next to the picture of honey.
- Repeat with all animals and all food groups.
- Ask students,
  - o “Would you like to taste the foods that animals eat?”
  - o “Are these foods the same as foods humans eat or are they different?”
- Explain how center will work:
  - o Three students will come to this center at a time.
  - o When you are here, you must follow these steps.
    - 1. Put your blindfold on.
    - 2. Wait for Ms. Christine to say “OK”
    - 3. Sniff plate and say what you think the food is
    - 4. Pick food up from plate
    - 5. Put food in your mouth and taste
    - 6. Say what food it is and what animal eats that food?
  - o When you are finished with all foods, take blindfold off.
  - o Discuss in small group the tastes, smells, and what the foods look like.

**Closure:** The teacher will dismiss students to centers using willabee wallabee, which works on rhyme and repetition. Students will go to this center, in groups of three.

**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 make connections through real life experiences. Through using their 5 senses, they will be able to experience the smells and tastes of the very foods these animals eat. The children in my class enjoy trying new things, especially new food items.

2) The interest and abilities of each individual child

Some children will enjoy tasting the food whereas other students will choose to forgo the tasting but they will enjoy smelling and verbally expressing their thoughts. For those who do not want to taste, they can still participate in conversation from their smell and sight observations.

3) The context/culture of the classroom?

The classroom boast a sense of community, ensuring children feel comfortable and safe, I find they are more willing to try things because they know it is a safe environment and everything they have tasted in the past has been good.

**Post-Assessment/Evaluation:** To determine if the objectives have been met, the teacher should use close observation throughout the small group center and record if students are able to match the food with correct animal when doing their taste test. The same checklist will be used to record using a check or an X for each child and each animal.

Appendix A:

<i>Student</i>	<i>Bear</i>	<i>Rabbit</i>	<i>Mouse</i>	<i>Parrot</i>	<i>Monkey</i>
<i>1</i>					
<i>2</i>					
<i>3</i>					
<i>4</i>					
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