

Houston Baptist University
School of Education
GT Modified Lesson Plan

Subject: Science Grade Level: 1st Time Estimate: 45 minutes

Unit: The Ocean Topic: Who lives in the Ocean?

Goal(s): TLW learn about animals that live in the Ocean.

Objective(s): TLW name animals that can be found in the Ocean. TEKS: 112.12.7B, 2A
TLW interpret the differences among animals during discussion.
TLW demonstrate their understanding by constructing an aquatic animal.

Materials/Resources/Technology needs: Book: *A Sea of Animals* By: Janine Scott,
Supplies for Project: Paper Plates, Streamers, Printed out Eyes, Glue, markers, pencils

Instructional Procedures

Focusing Event: Start by showing students a picture of an Octopus on PowerPoint slide and have them identify some of its characteristics. (Ex. How many tentacles it usually has, they are used for the same purpose as our legs and arms.)

Teaching/ Learning Procedures: Read *A Sea of Animals* book and interact with students as you read.

Ask students if any of the animals seemed familiar to them.

Have students brainstorm some different animals they remember from the book. As the students list the animals, write the names of each animal on the board and use different colored markers to keep it interesting.

Re-emphasize how many tentacles an octopus has and glue the remaining tentacles on your example.

Walk students through directions on how to make the paper plate octopus.

Select two volunteers to assist passing out supplies for activity.

Once GT students are finished with Paper Plate Octopus have them write three sentences about a different animal that lives in the Ocean.

Assign a Collage project to the GT students that require them to find images of the ocean animal they wrote about. They must include written facts about where that animal lives and what it eats.

Formative Check (ongoing or specific): Walk around and check on progress on paper cup octopus as the students are working on them at desks.

Reteach (alternative used as needed): Hold up example finished Octopus and walk around to assess progress on their individual work.

Closure: Who can name an animal we read about?

Assessment/Summative Evaluation: Have students turn in finished Octopus craft and place them on the class bulletin board for display. **Have students sign up for the animal they decided to do a collage on and specify the due date.**

Modifications/Notes: Make sure to assist lower level students with paper plate octopus and call on different leveled students during discussion portions of the lesson. **Have GT students sit together in order to discuss projects ideas.**

Houston Baptist University
School of Education
ESL Modified Lesson Plan

Subject: Science Grade Level: 1st Time Estimate: 45 minutes

Unit: The Ocean Topic: Who lives in the Ocean?

Goal(s): TLW learn about animals that live in the Ocean.

Objective(s): TLW name animals that can be found in the Ocean. TEKS: 112.12.7B, 2A
TLW interpret the differences among animals during discussion.
TLW demonstrate their understanding by constructing an aquatic animal.

Materials/Resources/Technology needs: Book: *A Sea of Animals* By: Janine Scott,
Supplies for Project: Paper Plates, Streamers, Printed out Eyes, Glue, markers

Instructional Procedures

Focusing Event: Start by showing students a picture of an Octopus on PowerPoint slide and have them identify some of its characteristics. **Make sure to include labels of each characteristic of the Octopus on the slide.** (Ex. How many tentacles it usually has, they are used for the same purpose as our legs and arms.)

Teaching/ Learning Procedures: Read *A Sea of Animals* book and interact with students as you read.

Ask students if any of the animals seemed familiar to them.

Have students brainstorm some different animals they remember from the book.

(Make sure to seat ESL Student with another non-ESL student)

As the students list the animals, write the names of each animal on the board and use different colored markers to keep it interesting.

Re-emphasize how many tentacles an octopus has and glue the remaining tentacles on your example.

Walk students through directions on how to make the paper plate octopus.

Select two volunteers to assist passing out supplies for activity.

Formative Check (ongoing or specific): Walk around and check on progress on paper cup octopus as the students are working on them at desks. **Repeat instructions on how to make the octopus.**

Reteach (alternative used as needed): Hold up example finished Octopus and walk around to assess progress on their individual work.

Closure: Who can name an animal we read about?

Assessment/Summative Evaluation: Have students turn in finished Octopus craft and place them on the class bulletin board for display.

Modifications/Notes: Make sure to assist lower level students with paper plate octopus and call on different leveled students during discussion portions of the lesson.

Houston Baptist University
School of Education
Special Education Modified Lesson Plan

Subject: Science Grade Level: 1st Time Estimate: 45 minutes

Unit: The Ocean Topic: Who lives in the Ocean?

Goal(s): TLW learn about animals that live in the Ocean.

Objective(s): TLW name animals that can be found in the Ocean. TEKS: 112.12.7B, 2A
TLW interpret the differences among animals during discussion.
TLW demonstrate their understanding by constructing an aquatic animal.

Materials/Resources/Technology needs: Book: *A Sea of Animals* By: Janine Scott,
Supplies for Project: Paper Plates, Streamers, Printed out Eyes, Glue, markers

Instructional Procedures

Focusing Event: Start by showing students a picture of an Octopus on PowerPoint slide and have them identify some of its characteristics. (Ex. How many tentacles it usually has, they are used for the same purpose as our legs and arms.)

Teaching/ Learning Procedures: Read *A Sea of Animals* book and interact with students as you read.

Ask students if any of the animals seemed familiar to them.

Have students brainstorm some different animals they remember from the book. As the students list the animals, write the names of each animal on the board and **use different colors markers** to keep it interesting.

Re-emphasize how many tentacles an octopus has and glue the remaining tentacles on your example.

Walk students through directions on how to make the paper plate octopus.

Write step by step instructions on the board at the same time as explanation.

Select two volunteers to assist passing out supplies for activity.

(Choose Special needs student to be one of the volunteers.)

Formative Check (ongoing or specific): Walk around and check on progress on paper cup octopus as the students are working on them at desks. **Stop to help special needs student with applying glue or have a buddy help them.**

Reteach (alternative used as needed): Hold up example finished Octopus and walk around to assess progress on their individual work.

Closure: Who can name an animal we read about?

Assessment/Summative Evaluation: Have students turn in finished Octopus craft and place them on the class bulletin board for display.

Modifications/Notes: Make sure to assist lower level students with paper plate octopus and call on different leveled students during discussion portions of the lesson.