

## GLOBAL EDUCATION LESSON PLAN

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**Student Name:** Eliza Israel

**Lesson Title:** Protecting Our Animals

**Curriculum Area(s):** ELA, Science

**Grade Level:** 1<sup>st</sup> Grade

**Time Frame:** 1.5 hours (45 minutes per day over two days)

**Book Information:**

Valdez, P. (2018). *Joan Procter, Dragon Doctor: The Woman Who Loved Reptiles*. Knopf Books for Young Readers.

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**Content Standards:**

LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LAFS.1.SL.2.6 Produce complete sentences when appropriate to task and situation.

SWC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

**“I Can” Performance Outcomes for Students Aged 4-7:**

Grade 1: Communicate Ideas

I can speak and write to share my ideas with others. This means I can use complete sentences, look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.

**Brief overview of the lesson:**

Students will hear the book *Joan Procter, Dragon Doctor* during a whole group read aloud and then write a letter to the local zoo about how to care for reptiles. The first day, the students will listen to the book read aloud and watch a video about reptiles together. The next day, they will each get to write about how you can care for a reptile. Accompanying their writing, students will draw a picture of a reptile, like Joan did throughout the book.

### **List of materials:**

- *Joan Procter, Dragon Doctor* by Patricia Valdez
- Video (<https://www.brainpop.com/science/diversityoflife/reptiles/> )
- Writing paper
- Pencils
- Crayons

### **Brief summary of selected book:**

*Joan Procter, Dragon Doctor* is about Joan Procter, a young girl born in London who loves reptiles. While that was unconventional for a girl, she spent her time studying reptiles, taking notes, collecting them as pets. Joan got hired as the assistant to the curator of the Natural History Museum during World War Two when women had to join the work force to replace the men joining the army. At the museum, Joan acted as a scientist and an artist before taking over as the curator. Joan was then able to design the reptile house at the London Zoo. She paid special attention to the Komodo dragons. This got Joan special attention for her seeming friendship with a Komodo dragon names Sumbawa. She spent the rest of her days giving speeches and taking care of reptiles at the zoo, sharing her love for reptiles with young children.

### **Essential Questions:**

- How do you take care of a reptile?
  - What do reptiles need to live?
  - How is it similar to what you need as a person?
- How do you write a complete sentence?

### **Assessment Evidence:**

**Formative:** During the read aloud I will call special attention to different features of the text that address the needs of reptiles such as:

“Do you think lizards eat crumpets?”

“Why did she include heaters in the reptile exhibit at the zoo?”

“What do you think the reptiles’ natural environment looked like based on this illustration?”

“Have you ever had someone clean your mouth? Who was it?”

“Who usually performs surgeries?”

**Summative:** After watching reading the book and watching the video, I will ask the students questions to address the essential question “what do reptiles need to live?” I will look for specific answers about food, water, shelter, air, and heat. We will talk about how Joan Procter designed the habitat at the London Zoo and cared for her animals – surgeries, medicines, doctor’s visits. I will ask how that is similar to what they need to live. Students should recognize that they also need food, water, shelter, air, and are taken care of by doctors.

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## **Procedures:**

### Day One:

1. First, we will have a read-aloud of *Joan Procter, Dragon Doctor* by Patricia Valdez. I will ask questions during the reading to ensure students focus on the reptiles and what is done to care for reptiles at the zoo. I will also ask questions about how this may be the same or different than the way people are cared for.
2. After the book, we will watch an informative video about reptiles and what makes them unique, as well as what they need in order to live.
3. We will make an anchor chart from our information in the book and video in order to organize our ideas about caring for reptiles and caring for people. This will be kept to refer back to the next day during our writing activity.

### Day Two:

1. I will remind students of the anchor chart we made on caring for reptiles and we will read over it together.
2. Next, I will introduce the writing activity in which students will address the local zoo in how to care for reptiles.
3. I will model the way you address a letter (Dear \_\_\_\_\_, From \_\_\_\_\_)
4. We will review what makes a good sentence (capital letter, spacing between words, punctuation).
5. Students will go to their desks and write their letters.
6. After writing, students will illustrate their favorite reptile to accompany their letter.

## **Additional Comments:**

### **Anticipated Difficulties:**

The first day of the lesson requires students to sit on the carpet during whole group for a read aloud and for a video, meaning that students would have to sit in place for a long period of time. This can make it difficult for students to remain focused for the full duration of the lesson. I would want to include a brain break/movement break of sorts in between the book and the video in order to help with behavior.

### **Differentiation:**

Students will be placed on the carpet in a strategic way to minimize behavior disruptions and so that students who need additional help with focus and with seeing the book will be placed at the front of the carpet. Students who are known to spread out or move around on the carpet will be placed on the edges of the carpet so that they can stretch out without bumping or disrupting a classmate. Students who need

additional help with writing will conduct the writing portion of the lesson in a small group with the teacher.

**Additional Resources:**

The classroom library will have additional books on reptiles during the week of this lesson so that students may look for information on their own during their school day.

**Reflection:**

This is a book and a lesson plan that I fully plan on using in my future classroom, with some modification if necessary, to meet the grade that I am teaching. This book immediately struck me as being unique in topic. Women are not known for working with reptiles and therefore Joan stood out to me. The illustrations in this book are also incredibly engaging, with bright colors and a myriad of different animals. Within the book itself, there were many positive lessons that I saw for students. Joan stood out as a child for being interested in reptiles, spending her times studying them and taking them as pets. This encourages children to follow their interests and passions, even if they are nontraditional. Joan also took a job during World War Two that would have been typically given to a man, encouraging girls to pursue their dreams. Joan is a model for being untraditional, following your dreams and shattering the glass ceiling. Above all else, Joan seems to be focused on the animals and what is best for them throughout the entirety of the book. She treats them with the best care, teaching children that treating animals well is important. She even focuses time on correcting misconceptions about the Komodo dragon, ensuring that people knew the truth about them and treated them kindly. Overall, I am eager to use this book in my future classroom in order to teach a number of valuable lessons to my students.