

GLOBAL EDUCATION LESSON PLAN

Student Name: Shoshana Zerbock

Lesson Title: Fantasy Reptile Enclosure

Curriculum Area(s): ELA, Science

Grade Level: Kindergarten

Time Frame: 5 Days

Book Information: *Joan Procter, Dragon Doctor: The Woman who Loved Reptiles*, written by Patricia Valdez and Illustrated by Felicita Sala

Content Standards:

Common Core ELA Standards

[CCSS.ELA-LITERACY.SL.K.1](#)

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

[CCSS.ELA-LITERACY.SL.K.1.A](#)

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.K.1.B](#)

Continue a conversation through multiple exchanges.

Florida State Standards

[SC.K.N.1.4](#)

Observe and create a visual representation of an object which includes its major features.

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

Kindergarten – Communicate Ideas: I can speak and write to share my ideas with others. This means with help I can look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.

Lesson Goal:

Students will demonstrate comprehension of the book *Joan Procter Dragon Doctor* by creating a diorama in a small group.

Students will demonstrate comprehension of the book *Joan Procter Dragon Doctor* by writing, and then presenting, two important features of their reptile or diorama.

Brief overview of the lesson:

Day One	Introduce the text by engaging students in a read-aloud that addresses key vocabulary. Complete a KWL chart regarding the text.
Day Two	Re-read the text and write a summary of the plot on chart paper. Teach students about the upcoming “fantasy reptile” project. Assign students to mixed-ability pairs & guide think-pair-share brainstorming.
Day Three	Students will create “fantasy reptile” diorama.
Day Four	Students will write two important features of their reptile or diorama and plan for their presentation.
Day Five	Students will present their “fantasy reptile” dioramas in groups of two.

List of materials:

1. The book *Joan Procter, Dragon Doctor: The Woman who Loved Reptiles*, written by Patricia Valdez and Illustrated by Felicita Sala
2. Chart paper
3. Markers, pencils, crayons
4. Shoe boxes
5. Colorful construction paper & white printer paper
6. Two lab coats (optional)
7. Microphone with stand (optional)

Brief summary of selected book (Americas Award Winning Text):

Joan Procter, Dragon Doctor is an historical fiction picture book that chronicles the life of Joan Procter. When Joan is young, she has a fascination with reptiles that sets her apart from her peers. She is able to discuss reptiles with the curator of the Natural History Museum, and eventually gets a job as the curator’s assistant. When she has the opportunity to design new reptile enclosures for the Zoo, she takes special interest in Sumbawa, a Komodo dragon. He becomes sick, and she nurses him back to health. Everyone thinks Joan’s bravery and hard work is amazing, and she becomes an “international sensation.” (Valdez, 2018) She continues to work with reptiles for the rest of her life.

Essential Questions:

1. What kind of reptile do you think you will make?
2. Will it be make-believe or real?
3. Where will your reptile live?
4. How did you think of that?”

Final Product & Assessment:

1. Final Product is the student’s diorama and presentation.
2. Students will be assessed using a qualitative checklist.

<u>Assessment Checklist</u>	<u>Y/N</u>
Is the diorama complete?	
Did student speak loudly and clearly to the best of student’s abilities?	
Did students write two important features of their reptile or diorama?	

Assessment Evidence: N/a Because of school closures due to COVID-19

Formative: N/a Because of school closures due to COVID-19

Summative: N/a Because of school closures due to COVID-19

Procedures:

	<u>Teacher does...</u>	<u>Students do...</u>
Day One	<ul style="list-style-type: none">- Preface the story with a KWL chart. Ask students what they think the story is about, and what they hope to learn from the story.- While reading challenging vocabulary within the context of the book, pause, and: (1) re-read the sentence, (2) give more context to the challenging word, (3) ask students to think-pair-share what the word means, and (4) create a child friendly definition with the help of your students, based on their levels of understanding during the think-pair-share.- Complete the KWL chart, making sure to highlight some of the key vocabulary in the L column, in addition to some major plot points. The L column can include pictures to support vocabulary.	<ul style="list-style-type: none">- Students will be invited to write on the KWL chart with teacher support.- Students think-pair-share to uncover the meaning of key challenging vocabulary. Make sure that you spend extra time on the word <i>Reptile</i> because it is a big part of this lesson!- Students are invited to write on the KWL chart with teacher support.
Day Two	<ul style="list-style-type: none">- Before re-reading the text, review the key vocabulary. Be sure to reference the KWL chart you and your students completed yesterday. Tell students you will be making a	<ul style="list-style-type: none">- Students will read from the KWL chart or recall key vocabulary.- Students will listen to the

	<p>summary of the story as a class afterwards, and to keep this in mind as you read.</p> <ul style="list-style-type: none"> - After re-reading the text, engage students in writing the beginning, middle, and end of the story on chart paper. - Teach students about the fantasy reptile project: Students will be creating a reptile of their choice. It can be real or imaginary. Make sure to review what the word “reptile” means and refer back to your KWL vocabulary. The students will work in mixed-ability pairs to create a diorama of their fantasy reptile, write two important features of their reptile or diorama, and present their diorama and important features to the class. - Put students in their groups of two and have students sit near one another. Guide think-pair-share brainstorming for students. Ask questions like: “What kind of reptile do you think you will make? Will it be make-believe or real?” and “Where will your reptile live?” While students discuss ideas, walk around the room and make sure students are resolving conflicts and ask higher order thinking questions like “How did you think of that?” - At the end, ask students to share what they talked about in small groups. Record this on chart paper. 	<p>story.</p> <ul style="list-style-type: none"> - Students will write on chart paper with teacher support to summarize the story. - Students will listen to directions for the upcoming assignment and will ask questions if they have any. - Students will discuss their fantasy reptile brainstorm in groups of two. - Students will write on chart paper with teacher assistance.
Day Three	<ul style="list-style-type: none"> - Before students begin, have materials arranged so they are accessible to all students. - Tell students that today they finally get to create the fantasy reptile enclosure they’ve been planning for. - Tell students which materials are being provided and the behavioral 	<ul style="list-style-type: none"> - Students will listen to instructions

	<p>expectations associated with these materials while students are in whole group. (i.e. when you are using liquid glue, please be very careful and use only a dot, etc.)</p> <ul style="list-style-type: none"> - While students create their diorama, walk around the room and ask higher order thinking questions, like: "Wow, is that a real reptile or a make-believe reptile?" and "Where did you get that idea?" Offer assistance to students & manage conflict. 	<ul style="list-style-type: none"> - Students will create dioramas and verbally respond to higher order thinking questions?
Day Four	<ul style="list-style-type: none"> - Re-read the part of the story where Joan gives a presentation on the Komodo dragon. Tell students they are going to prepare for a special presentation of their own by coming up with an important feature of their reptile or diorama. Ask students what an important feature might be, and write student responses on chart paper. - Direct students to get into their small groups with their dioramas. - Direct students to do a think-pair-share about what parts of their diorama or reptile are important. - Direct students to retrieve writing materials of their choice and ask each student to write one important feature of their diorama or reptile. Tell students that they should try to write their own important feature. 	<ul style="list-style-type: none"> - Students will assist in writing on chart paper. - Students will form their small groups with their dioramas. - Students will think-pair-share - Students will each write one important feature of their reptile or diorama.
Day Five	<ul style="list-style-type: none"> - Re-read the part of the story where Joan presents the Komodo dragon. Tell students today is their chance to present their reptiles. - Call groups of students one a time to present their reptile. Tell students they will be dressing up as scientists (white lab coats) and presenting into the microphone. 	<ul style="list-style-type: none"> - Students will dress up and present their reptile diorama and important features to the class.

	Students will tell what they made, and each student will tell their important feature.	
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Additional Comments:

Anticipated Difficulties:

When in pairs to create a fantasy reptile & enclosure, students might have disagreements about the reptile they will be depicting or it's enclosure. In this case, the teacher can guide students to problem solve by facilitating a compromise (i.e. the teacher might ask, "what if there were two reptiles in this enclosure?" or "what if this enclosure had a little bit of x and a little bit of y?")

Differentiation: How could you differentiate the lesson to accommodate for the needs of all students?

Potential differentiation strategies		
Content	Process	Product
<ul style="list-style-type: none"> - Reviewing key vocabulary (i.e. reptile) in a student's first language if they are an emergent bilingual. - Use pictures to teach new vocabulary, and offer a picture summary of the book for student reference during the duration of the project. 	<ul style="list-style-type: none"> - When answering higher order thinking questions, you might offer students PECS in order to successfully answer questions if they are non-verbal. - Trained peer assistance for students with out the physical ability to create the diorama. Train this peer to verbally consult group member with a disability. - Students can draw a picture to represent the important parts of their diorama, use speech to text, or 	<ul style="list-style-type: none"> - If students are unwilling or unable to present verbally or orally, they might want to show their written important features of the diorama on the document camera. - If a student is visually impaired, this student can use speech to text to write a story their partner's diorama. Their partner will ask them for creative input, and will assist them by describing what the diorama looks like.

Additional Resources: Are there any additional resources or materials that may need to be shared with the students that could be provided for use in future lessons?

This lesson could be extended to a science unit on reptiles or animal habitats. This could also extend into a social studies unit about places around the world.

Reflection: reflect on process of developing the lesson plan: Challenging? Easy? Why?

Creating this lesson plan was easy in some ways, and challenging in others. The easiest part of creating this lesson plan was coming up with the idea for the activity. I also had a relatively easy time finding ELA and science standards that are supported by the lesson's content. That being said, I struggled to keep the lesson concise and confined to five days. I really feel as though this book could be used as a jumping off point for a thematic unit about reptiles, with applications in social studies and science. Another challenge I faced was using an unfamiliar lesson plan format, which made the planning process a little slower than usual. That being said, I am very excited to use this lesson plan in my own classroom in the future!