

EMPOWERED LEARNING LESSON PLAN

•**Grade:** Kindergarten Example 1

•**Unit:** Penguins

Standard:

SC. K-2.1: Recognize what organisms need to stay alive (including air, water, food, and shelter).

Ignite Curiosity:

Explore - ice water bath by encouraging the students to put their hands in the water. Discuss how the penguins could hunt for food in the cold ice water for long periods of time. Ask questions such as "What keeps the penguins warm?"

Investigate

Explore- After the brainstorming how penguins stay warm, have the students explore the "blubber bag." Let them know the Crisco shortening is similar to the layer of blubber that penguins have. Students may then experiment in the ice water while one hand is in the "blubber bag".

Invite Connections

Share - If they have not discussed the ways a penguin's feathers keep them warm, ask questions to make the connection as to how the feathers help. Review why penguins preen their feathers to keep them waterproof. Have the students experiment with adult feathers and penguin chick feathers. Each group will have an adult cut out and a chick cut out. The adult penguin will be colored with crayons to represent the

oil/wax on the feathers. The chicks will have cotton balls glued on to represent the down like weathers they are born with. Each group will then use the spray bottle of water to represent the Antarctic seas. The groups will share out what they have learned.

EMPOWERED LEARNING LESSON PLAN

•**Grade:** Kindergarten Example 2

•**Unit:** Polar Animals

Standard:

K.L.2: The student will demonstrate an understanding of organisms found in the environment and how these organisms depend on the environment to meet those needs

*These activities were taught over the span of 2 weeks

Ignite Curiosity:

Songs, Videos, Books, Games – Students will be presented with songs, videos, and books about habitats and polar animals. Students will participate in a game of 4 corners utilizing polar animals.

Investigate

Sorting, Research, Create- Investigate habitats by sorting animals into habitats. Students choose the animal they want to investigate and are divided into groups based on similar choices. Introduce "Research Flow Chart" to teach students about the steps in a research project (brainstorm, plan, research, write,

share). Investigate animals by working in groups to research a polar animal. Record facts on a Lotus Chart. Use Lotus chart to write sentences about an animal. Students will read writing in front of the green screen to create a video. Groups work together to design and create an Arctic scene.

Invite Connections

Share - Students will invite connections by sharing their books, videos, and habitats with the class.