

# EMPOWERED LEARNING LESSON PLAN

- Grade:** 1st Grade Example 1
- Unit:** Polar Animals: Penguins

## **Standard:**

1.S.1A.7: Construct scientific arguments to support claims or explanations using evidence from observations or data collected.

1.C.2.2: Participate in shared research exploring a variety of texts; express opinions and talk about findings.

1.W.1.1: Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.

## **Ignite Curiosity**

**KWL Chart** - What types of penguins can you name? What do they eat? Where do they live? Are there penguins where we live?

## **Investigate**

**Collaborative Groups, research, graphic organizers-** Students will collaborate in groups of 4 (one group will have one extra). Students will choose 1 type of penguin for each group to research. There will be a speaker, tech researcher, scribe, and an artist within each group. Students will need to research at least 4 facts about their penguin. They will need to write those facts on index cards, draw a picture of their penguin using butcher paper and other various supplies/materials. Students may use a poster, diagram, create a t-chart, etc. They can be as creative as they'd like when organizing and developing their presentation.

## Invite Connections

**Create project, Share** - Students will use their voice to present their findings to the class. They will post their designed penguin, facts and any additional posters or diagrams in the hallway on our penguin display. (also student created). All students will have the opportunity to showcase their project. Students will be able to learn about different types of penguins from one another.

## EMPOWERED LEARNING LESSON PLAN

•**Grade:** 1st Grade Example 2

•**Unit:** Science

### **Standard:**

1.S.1A.1- Ask and answer questions about the natural world using explorations, observations, or structured investigations.

1.S.1A.8- Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations clearly through oral and written language.

## Ignite Curiosity

Display **images** of animals of the Arctic and Antarctic that students have learned over the past couple of weeks. Invite students to **partner share** and talk about what they see and what they know about each animal in the images.

## Investigate

Students will **rotate** through **stations** in **collaborative groups**. Each station will focus around the standard, polar animals and their adaptations and habitats.

Learning Stations Included Are:

All About Animal Books: Students will **choose** a polar animal to **research**. They will read about their animal and record facts learned on a **graphic organizer**.

Polar Animal Crafts: Students **choose** a polar animal to **create** using provided materials. (Examples included).

Write the Room: Students will use clipboards and a printable to **hunt** for pictures of polar animals around the room. As they locate the pictures they will **match** the animal on their page and correctly spell its name.

STEM: Students will **synergize** to draw a **plan** and then **create** a den for a polar bear using marshmallows and toothpicks.

Geoboards: Students will follow patterns on picture cards to **create** images of polar animals on geoboards using rubber bands.

ELA Activities: Students will cut and paste the names of polar animals with their **matching** picture. They will also place the names in ABC order.

## Invite Connections

Students will **pair share** and talk about their favorite learning station activity. Then they will **explain in their own words** one fact they have learned about a particular polar animal, the habitat or the adaptations that help these animals survive.

## EMPOWERED LEARNING LESSON PLAN

•**Grade:** 1st Grade Example 3

**Unit:** Arctic Animals

### Standard:

1.S.1A.1 Ask and answer questions about the natural world using explorations, observations, or structured investigations.

1.C.2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings

1.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

1.C.1.2 Practice the skills of taking turns, listening to others, and speaking clearly.

### Ignite Curiosity:

**Play "slide"**. The teacher will call out an element or animal from the arctic or not the arctic. Students will slide right if the item

belongs in the arctic, left for not the arctic, or stay put if it could be in both arctic and other places.

### Investigate:

Today students will be splitting into **groups** to **create a teaching tool** to share information about an arctic animal with others. Present the procedures: Within groups, students will need to synergize to complete all the elements on their poster. Each group member is responsible for helping to create different parts of the poster. Explain the parts, connecting them to the elements that were used during yesterday's lesson and encouraging using the posters as an example. Elements will include: close up, picture with labels, interesting fact, glossary, map, caption, comparison, 5 facts. Make sure items are teaching fact and in detail to help someone learn the most. As always, begin with the end in mind, sketching then writing.

Allow students time to work. Students may use book to complete their **research**, as well as one person on their ipad on big universe to look up information. Rotate around the room, providing insight and praise. Remind students throughout about taking care to do neat, clean, work so others can learn from them. Do not rush and think before acting, each time.

### Invite Connections

Students will **share out** their posters. For each group have students share out items that they think will help someone learn from their poster that the group did well, as well as any questions they have about the animal or their creative process. After all groups have presented, have students lay out their projects for a gallery walk. Students will have the opportunity to

leave feedback on post-it notes about a fact they enjoyed or a creative choice they found interesting.

## EMPOWERED LEARNING LESSON PLAN

•**Grade:** 1st Grade Example 4

•**Unit:** Science

### **Standard:**

1.S.1A.1- Ask and answer questions about the natural world using explorations, observations, or structured investigations.

1.S.1A.8- Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations clearly through oral and written language.

### **Ignite Curiosity:**

**Read Aloud** Teacher will read Polar Bear story. Students will predict which animal we will be learning about today.

## Investigate

Students will participate in five stations all about Polar Bears.

Research Station: Students will synergize to answer questions about polar bears and use the learning tools to help.

Polar Bear Den: STEM activity where students synergize to **create** a den out of marshmallows.

Polar Bear Craft/Writing: Students **create** a polar bear and fill in the **diagram** of polar bear parts.

Blubber Station: Students **discuss and investigate** how blubber helps animals stay warm.

Write the room: Students will **search** for different arctic animal names and their pictures to help with identification.

## Invite Connections

Students will **share** one fact they learned about polar bears today.

# EMPOWERED LEARNING LESSON PLAN

- Grade:** 1st Grade Example 5
- Unit:** Arctic Animals-Polar Bears

## **Standard:**

1.S.1A.7 Construct scientific arguments to support claims or explanations using evidence from observations or data collected.

1.C.2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.

1.W.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.

\*We have been learning about polar bears, Students have been reading books and doing research.

## **Ignite Curiosity:**

We will play a quick **game** of true and false using facts learned about polar bears.



## Investigate

Students will have to select a **group** they wish to work in:

- Polar Bear **Reader's Theater** ( students will read and practice play to perform).
- Polar Bear **News Reel**- (Students will create a news reel to present polar bear facts).
- Polar Bear **Poster** (Students will create a poster to save the polar bears from extinction).
- Polar Bear **song/poem** (Students will invent a song or poem describing polar bears).
- Polar Bear **Creative Writing Story** (Students will create a story about a polar bear).

## Invite Connections

Students will use their voice to **present** their work to the class. All group work should include polar bear facts from books or interactive notebooks.