

## Instruction Guideline - The Innovation School

### Date and Time of Planned Instruction:

March 31<sup>st</sup> at 9:30am - 11:30am

### Length of Planned Instruction:

2 hours

### Literacy Connection (Book):

"Brown Bear, Brown Bear, What Do You See?"

### Planned Line of Inquiry (Leading Questions for Discussion)

- K
1. "Tell me one thing you already know about bears or land animals."
- W
2. "What would you do if you saw a bear?"
  3. "Would a bear make a good pet? Why or why not?"
  4. "What kind of animals do you think brown bear will see?"
- L
5. "What is something you learned or enjoyed doing today?"  
(during reflection)

### Gross Motor/Movement Components/TIS Standards:

We will move like the animals in the book. The students will take turns coming up with their own animal movements.

Standard: Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance

### Art/Sensory Components/TIS Standards:

We will create art using pool noodles. The pool noodle will be cut into smaller circles and there will be one circle for each color. Each student will receive a half piece of paper and will choose which animal they want to create. They will dip the circle in the paint and stamp it on the paper. They will then add the animal details to their painting. The name of the animal will be at the top or bottom of the paper.

Standard: Describe what an image represents

Standard: Explain the process of making art while creating

### Math/Literacy Components/TIS Standards:

Math: We will do Color and Size Sorting. Each student will have a small bag of multi-colored items and will sort by color and will name the colors after sorting. They will then sort by size. "What are other things can you find in each color?"

Standard: Sort and classify objects by appearance, size, color, shape, function, etc.

Literacy: We will recall the events of the story using "story telling beads" (colored beads to go with each animal).

Standard: Recall details of a story read aloud

### Science/Social Studies Components/TIS Standards:

Science: We will figure out what each animal needs in its habitat to survive and figure out what the habitat looks like.

Standard: Analyze the way that plants and animals use their ecosystem for survival.

Standard: Investigate what plants and animals need in order to survive.

Social Studies: We will look up each animal and see where they are mostly found and will label a map.

Standard: Geographic tools such as maps and globes represent places

Planned Student Reflection Components (For Example: A "Gallery Walk" and Student Feedback)

I will use student feedback that is kind and specific during the activities and transitions in knowing what went well, what did not go well and what they did and did not like.

### Learning Objectives:

1. Learn about some land animals such as what their habitats are like and know where they geographically are in the world.
2. Increasing our ability to recall from our memory, the events of a story.
3. Learn how we can come to work together as a group and build off of each others ideas.

### Materials Needed

• "Brown Bear Brown Bear What Do You See" by Bill Martin Jr.

- Pool noodles
- Paint (color for each animal)
- Half sheets of paper
- Paint brushes
- Plates for paint
- Multi-colored materials in bags
- Beads (colored to go with each animal)

- Jar for beads
- Map on a poster board

### Key Lesson Modifications:

Please utilize this space to list and discuss the modifications you will be using throughout your planned instruction with the students - there is no minimum or maximum, but take each student into consideration when incorporating modifications to create the best chance of success for each student.

- I will have him help me pass out materials to help him stay on task and engaged.
- If needed, I will break things down for him and ask him to speak slow if I am not able to quite understand what he is saying for better clarification. (Speaks fast when excited)
- I will work to keep Max excited and engaged in the content because he speaks quietly and I want him to be able to be excited to share his thoughts and ideas.
- I will also have her help me pass out materials to help her stay on task and engaged. I will also designate her to stay in the same spot because she likes to move about freely a lot. (Call it the bear cave)

All Students - I will make expectations clear and have breaks when I see the students are losing focus. I will also bring attention to the students of when transitions are going to take place so they will be ready.