

NAME: Evan Williams

NCSS STANDARD TO BE TAUGHT:

IV. Individual Development & Identity

IDENTIFY THE NCSS STANDARD'S PERFORMANCE EXPECTATION(S) YOUR LESSON ADDRESSES:

f. explore factors that contribute to one's personal identity such as interests, capabilities and perceptions.

IDENTIFY THE PA STANDARD(S) YOUR LESSON ADDRESSES:

N/A

HOW MUCH TIME DO YOU EXPECT THE LESSON TO TAKE?

1 hour-long session

LEARNING GOAL(S):

1. After reading *Insects are my life*, TSWBAT understand that Amanda's love for insects contribute to her personal identity.
2. After reading *Insects are my life*, TSWBAT explore their own personal interests and how it contributes to their identity.

MATERIALS/RESOURCES/TOOLS:

1. SMART board
2. *Insects are my life* by Megan McDonald, Pictures by Paul Brett Johnson
3. Insect pictures (on SMART board)
5. Scrap paper, magazines and art supplies
6. T-chart Graphic Organizer

GROUPING:

- Whole group instruction will be used for read aloud, discussing different kinds of insects, and completing the graphic organizer about Amanda.
- Students will work independently to complete the graphic organizer about their favorite animal and to create a model of their animal.

LESSON OPENING:

 Introduction/Launch:

1. Explore students' understanding of personal interests and identities by having a discussion of what their interests are (including favorite animal) are and why.
2. Explain that the book will be about a little girl who loves insects. Explore the website: <http://www.livescience.com/insects/>, on the SMART board so the students can learn a little about different types of insects.

DURING THE LESSON:

 Teaching/Learning & Monitoring:

1. Read *Insects are my life* to students on the reading rug.
2. After reading the story, students will return to their seats where we will complete a T-Chart together on the SMART board about why Amanda likes insects and what she does to show that in the book.
3. Students will then complete the same graphic organizer on an animal they love listing why they love it and what they do to show it.
4. After the chart is completed students will be allowed to create a model of their animal with the art supplies.

## END OF THE LESSON:

### Conclusion/Closure:

- Students will share their favorite animals with the class as well as why they love that animal and what they do to show it. The graphic organizer will be attached and their final projects will be hung in the hallway.

### Assessment:

1. Participation in the group discussion will address their understanding of Amanda's interests and how it shapes her personal identity.
2. The favorite animal project will be assessed to determine the students' understanding of what their personal interest is and how it helps shape their own identity.

Name:

Favorite Animal:

**Why** you like this Animal

**What** you do to show that

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