



Gold Seal Lesson

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Animal Alphabet</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>X X</i>					<i>XX</i>	

Instructional Focus:

Reading –

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing –

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening –

Students listen for a variety of purposes appropriate to the grade level.

Speaking –

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Science as Inquiry –

Students demonstrate knowledge and skills necessary to perform scientific inquiry.

Communication –

Students communicate and apply scientific concepts.

Performance Task

1. Explain to the class that they are going to learn about animals and to make a class animal alphabet booklet. Have books on animals or encyclopedias available as resources. You may wish to schedule a visit to the school library so that students can select these resources.
2. Assign each student one or two letters of the alphabet, leaving out the letter “x”. Ask students to find the names and pictures of animals whose names begin with the letter(s) given. Have student’s read and learn about the animal’s lifestyle. Challenge the whole class to find an animal whose name begins with or includes the letter “x”.
3. Ask students to draw and color pictures of their animals. Have them label their pictures with the animal’s name making the first letter of the name very large.
4. Have students write descriptive sentences about their assigned animals on the back of the pictures.
5. Have an “Animal Alphabet Day” where students show their pictures and tell about the animal they researched.
6. Assemble all the pictures into a booklet.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing, and spelling. (ela 1)
Follow oral or written directions. (ela 4)
Identify, collect and/or select pertinent information while reading. (ela 5)
Develop processes for understanding and remembering information. (ela 8)
Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)
Discriminate important ideas from unimportant ideas while reading. (ela 15)
Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)
Synthesize and evaluate ideas from several selections on similar topics. (ela 38)
Use writing as a strategy for comparing, contrasting, synthesizing ideas, concepts and generalizations from a variety of literary sources. (ela 39)
Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings. (ela 47)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Preview textbooks for informational text to anticipate content. (ela 52) Use expository writing skills in subjects other than English language arts. (ela 58)
Know the characteristics, roles, and divisions of complex organisms. (i.e., plants and animals) (s30)
Know the survival requirements of animals and plants and the history and implications of population growth. (s40)
Know and apply the principles of scientific inquiry. (Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures. (s114– not ranked)

Scoring Guide:

Ratings: 4 – Excellent, 3 – Good, 2 – Average, 1 – Poor, 0 – Unacceptable

Works well independently. _____

Stayed focused on task. _____

Seeks help appropriately/assumes responsibility for completing task. _____

Structure and content appropriate for grade level. _____

Spelling and punctuation appropriate for grade level. _____

Class participation _____

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Research Independent Reading	Algebra	Earth Science
Writing Alphabet Grammar Narrative Spelling Capitalization	Geometry	Life Science Animals Biology Zoology
Communications Discussion Listening Visuals Oral Presentation	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	