

SIOP Lesson Plan

Kindergarten
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Topic: Basic needs of living things **Length of Lesson:** Two 40-minute class periods

CCSS Standards:

- ✓ **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- ✓ **W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- ✓ **SL.K.1:** Participate in collaborative conversations with diverse partners – Indicator b
- ✓ **SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- ✓ **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- ✓ **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Content Objectives:

I can...

- ✓ Identify the basic needs of living things and what they need to survive
- ✓ Think about and choose an answer to questions about basic needs

Language Objectives:

I can...

- ✓ Explain to a partner why food, water, shelter and air are important for survival
- ✓ Write about how water, food, shelter and air are important for survival
- ✓ Justify my answers to questions about basic needs with examples

Key Concepts and Vocabulary:

basic	air	needs	water	survive	genie
survival	agree	shelter	disagree	food	explain
identify	justify				

Organization:

Preparation	Scaffolding	Grouping Options
<input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input checked="" type="checkbox"/> Links to past learning <input type="checkbox"/> Oral language activities	<input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Cooperative Structures	<input checked="" type="checkbox"/> Whole Class <input type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Modalities	Application Activities	Assessment
<input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Links to objectives <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Promotes engagement <input checked="" type="checkbox"/> Promotes vocabulary	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Oral <input checked="" type="checkbox"/> Written/Drawn

Supplementary Materials:

- ✓ PowerPoint and video clips
- ✓ Pictures and signs
- ✓ Picture of animals, food, habitats, and different types of shelters
- ✓ Writing Prompt: The Needs of Living Things

Cooperative Learning Activities:

- ✓ Opinion Continuum
- ✓ Four Corners
- ✓ Think-Pair-Share
- ✓ Think-Draw-Pair-Share

Higher Order Questions:

- ✓ What's the difference between a "need" and a "want"? (Review question)
- ✓ What do they mean when they talk about "basic needs? What is a basic need?
- ✓ Why do we need food and water? Why do we need air? Why do we need shelter?
- ✓ How much do you agree with this statement? Explain your reason for your answer to your partner.

Procedure:

I. Building Background

Links to Experience:

- v **Anticipation Guide** – Exclusive Brainstorming (See sample below). Give each student a copy of the anticipation guide, and have a copy up on the Smart Board. Point to each vocabulary term as you read the words out loud. Ask the students to circle each vocabulary word that they think will be covered in the unit as you read them.
- v **Warm Up Questions** – Open discussion on the rug
 - v Ask students what are the things living things need to live.
 - v Ensure that students discuss that humans need air, water, food and shelter to live.
- v **Links to Learning:** Say, “We have learned about fish, apple trees, pumpkins, cheetah, birds and animals in danger. What do all these living things have in common? What do these living things need to live?”
 - v Present pictures of things that represent needs and wants from the Exclusive Brainstorming. Have student identify which pictures are of things we need. Which are things we want?
 - v Present a picture of a genie and ask students if they have seen genies before in pictures, stories or a movie? Tell them genies are people who do magic and grant three wishes. Explain that the students will be seeing a genie in the film clip they are about to see.
- v **Opinion Continuum**
 - v Place the following signs inside of a hula-hoop or a circle made from string on the floor (see below) and read each statement to students:
 - v Water is one of the most important things living things need to live.
 - v Food is needed to live. It is much more important than water.
 - v Shelter is the LEAST important thing living things need to live.
 - v Air is the most important thing living things need to live.
 - v Students indicate their answers by stepping into the circle that matches that answer or by using the Agree/Disagree cards.
 - v Students discuss with their partners why they moved to that circle.
- v Open up the Power point about living things and show the video clips.
- v Play the video clip on mute for a second time and have the students explain to a partner what they see while it is playing.
- v Have students retell you what they heard and learned from each clip. Write a group list on the Smart Board.

✓ **Four Corners Discussion**

- ✓ Place four labeled corners in the classroom (air, water, food, and shelter).
- ✓ After watching the video clips and having the group discussion, have students do a Four Corner activity where they choose which of the four elements (Air, Food, Water, Shelter) are most important.
- ✓ Have students decide which factor is the ***most important*** for them in order to live.
- ✓ Tell students to select the corner they think has the most important factor. Tell students to talk to each other in their corner and explain why they think the need they selected is the most important.
- ✓ When they reach their corner, the groups will discuss why they think their element is the most important one. Each group then chooses one or two people to explain to the class why their element is the most important, and use examples from the PPT and film to justify their answers.
- ✓ After the explanation, ask, “Does anyone want to change their opinion of which element is the most important?” Allow any students who want to change their corner to move over. Each student then explains why they changed their mind to their new group.
- ✓ Present the writing prompt and direct the students to do a Think-Draw-Pair-Share activity where they explain what living things need to survive using the word bank. Students then show their pictures to a partner and together they say and try to write a sentence for each picture.
- ✓ Students then go back to their four corner groups and share their sentences.

Review/Assessment:

- ✓ Teacher-made checklist for observing students in groups
- ✓ Sample answers from selected students
- ✓ Agree/Disagree cards
- ✓ Drawings and sentences on graphic organizer – district rubric used to analyze progress



Let's Brainstorm



Directions: I will read each of the words below. Circle the ones you think we will be using today.



Water



Telephone



Tent



Spaghetti



Bicycle



House



Genie



Lion



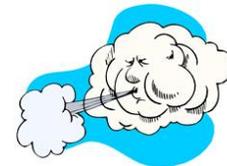
Toys



Fruit



Rain



Blowing Air

Strongly Agree



Agree



Disagree



Strongly Disagree



The Needs of Living Things

Living things need _____
