

Understanding by Design (UbD) Unit Plan

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| Title: I Can Do That! | Subject/Course: Life Science & Drama | | |
| Topic: Animal Behaviors and Adaptations | Grade: 1st | Designers: Elise Willmore Jordan Lockwood J.S. Peterson | |

Stage 1 – Desired Results (PLAN)

Established Goals: (What do students need to learn and be able to do?)

Science Standard 1.2.4:

Construct an explanation of the patterns in the behaviors of parents and offspring which help offspring to survive. Examples of behavioral patterns could include the signals that offspring make such as crying, chirping, and other vocalizations, or the responses of the parents such as feeding, comforting, and protecting the offspring.

Drama Create Standard 1.T.CR.5:

Create character through imagination, physical movement, gesture, sound and/or speech, and facial expression.

Understandings:

Students will understand parent animals will pass on behavioral traits to their young to help them survive.

Essential Question/Big Idea:

Why is it important to pass knowledge to offspring?

How do adaptations help survival?

Students will know....

Students will know that some animals need their parents to teach them necessary behavior traits in order to survive.

Students will know what traits are passed on by; Elephants, Wolves, Dolphins, Gorillas, Polar Bears, Swans, Alligators.

Students will be able to....

Students will be able to use body movements and sound to communicate animal survival traits to those in their “family” group

Be sure to include both language and content objectives.

Stage 2 – Assessment Evidence (STUDY)

Performance Task (How will we know if they learned it?)

Summary in GRASPS form

Here is where you will develop a scenario for the activity/project.

This section is for you to develop a guide for the students on what to do.

Goal(s):

(Scenario for Assignment/Project)

Students will be able to understand how animals pass on survival traits to their offspring.

Role:

(Student's role)

Students will be performers.

Audience:

(Who will see this information? It can be the teacher only.)

The teachers and the class will see this information.

Situation:

(How – individually, partners, groups – the goal will be accomplished.)

This goal will be accomplished in groups.

Performance:

(What will the student do?)

The students will perform a scene as animals teaching their young a learned behavior.

Standards:

(The criteria for success and how it will be assessed.)

The students must perform a scene where parent animals teach offspring a learned trait. Everyone in the group must participate and be involved in the creation of the scene. Students not performing will observe the traits being taught, and answer questions based on the scene.

Key Criteria: to reflect Performance Tasks: *Examples: Rubric, Checklist, etc.*

By what criteria will performances and products be judged?

Students will be assessed on their scenes using a rubric.

Other Evidence (How will we know if they learned it?)

Summarized (tests, essays, work sample(s), etc.

From their conversations when rehearsing the scenes, and their final performance.

What other evidence (quizzes, observations, Homework, etc.) will be collected to determine whether or not Desired Results identified in Stage One have been achieved?

Observations that the class and the teacher make when watching the scene.

| CRITERIA | NEEDS WORK | GOOD | EXCELLENT | COMMENTS |
|--------------------------|---|---|--|----------|
| Create an Animal | Students create an animal that is unidentifiable. Students have no set familial roles. | Students create an animal that takes a moment to be able to clearly identify. Students have somewhat complicated familial roles. | Students effectively create an animal that is easy to identify. Students have clear familial roles | |
| Behavior Patterns | Students communicate their animal character but still have some human and little to no use of appropriate physical movement, sound, and facial expressions. | Students communicate their animal character by doing some of the appropriate physical movements, sounds, and/or facial expressions. | Students communicate their animal character through appropriate physical movement, sound, and facial expression. | |
| Collaboration | Students struggle to work together to create a scene. | Students run into slight problems while working together effectively to create a scene. | Students work together effectively to create a scene. | |

Stage 3 – Learning Plan (DO)

Learning Activities (How will students learn it?)

Hook:

Worm Starter (10min)

1. Get out small strings of yarn and tell the students that they are worms. Instruct the students to hide the worms in the classroom.
2. Tell the students that they are birds. There is a baby bird in the nest, and it is crying for food!
 - a. Ask students to make bird sounds.
3. One of the facilitators will hold the paper tongue. Instruct the students to grab the worms and stick the worms on the baby bird's tongue!
4. Once all of the velcro pieces are filled, tell students that they are no longer birds.
5. Facilitator will say "Thank you for helping to feed the baby bird! The baby bird needed those worms to survive. It needed its parent's help in order to eat."

Process:

1. Milling
 - a. Tell the students we are going to do an activity. Explain that this is a silent activity, which means there should be no talking. Students should also keep their hands to themselves and not run into each other. Explain that if students break these rules, the facilitators will have to end the activity.
 - i. Ask the students to repeat the rules of the game in order to ensure understanding.
 - b. Tell the students that the activity can begin. Instruct students to walk normally around the classroom space, and to fill in the empty spaces they see.
 - i. After a few seconds have passed, say "Walk like a chicken."
 - ii. After a few seconds, say "Walk like a monkey."
 - iii. After a few seconds, say "Walk like a fish."
 - iv. After a few seconds, say "Walk like a bunny."
 - c. Instruct the students to sit in a circle. Ask the students:
 - i. What was your favorite animal to walk like?
 - ii. How were the animals different from each other?
 - d. Tell the students that different animals have different ways to survive. Fish need to swim in the water, and monkeys have to climb trees. Parent animals have to pass on these behaviors to their children in order for them to live.
2. Behavioral Adaptations
 - a. Ask the students if anyone knows what behaviors are and if they learn these behaviors from adults. Explain that animals also have behaviors just like humans. Use the bird activity, for example, the adult bird brings worms to their young until they learn to fly and hunt on their own.
 - b. Explain to the students that animals in the wild help their offspring to survive through certain behaviors. And that different animals have different behaviors needed to survive.
 - c. Ask them what are other animals that teach their young behaviors
 - d. Explain that we will be playing a game where we will be acting like animals that pass on behavior to their young
 - i. Break the class into 3 to 4 groups
 - e. Ask the students to pick a line leader for each group. This person will be the first "parent."
 - f. The rest of the group will line up in front of them facing forward.

- i. Give the line leader an animal and a survival trait. (1. Elephant: using their trunk to drink water, 2. Wolf: digging a den, 3. Dolphins: jumping out of the water so they can breathe, 4. Gorillas: beating their chests, 5. Polar Bears: how to fish, 6. Swans: using their necks to fish, 7. Alligators: Snapping their jaws to catch fish
- ii. Each line will take turns going through their animals' traits
- g. Whisper to each line leader the animal they have been assigned and the survival trait.
 - i. Act it out so they can see what to do. The students may not use words, but they can make their animal sounds.
- h. They will then tap on the person in front of them and act out what has been shown to them and use their animal sounds.
 - i. This will continue down the line.
- i. The last person in the line will guess what animal they were.
- j. After each performance, ask the class what they observed.
 - i. What animal were they? What were they learning to do? How will this help them survive/why is this behavior important for them to learn?
- k. Depending on time each group could switch animals and start with a different leader

Reflection/ End Activity

The Lion King

1. Have students sit down on the ground.
 - a. They will watch a video clip from Disney's "The Lion King" where Mufasa teaches Simba how to pounce.
 - i. <https://www.youtube.com/watch?v=5ofJX5MPRvQ>
 - ii. Ask students
 1. What did Simba learn from his dad?
 2. Why was it important for Simba to learn this trait? How will it help him to survive?
 - iii. Use examples of traits getting passed on to the students from adults in their lives
 1. taught you to look both ways before crossing the road
 2. eating healthy foods is how you get big and strong

Resources

- Multi-colored yarn
- Massive paper in the shape of a tongue with squares of velcro scattered on it
- Lion King video link:

<https://www.youtube.com/watch?v=5ofJX5MPRvQ>

Reflection (ACT)

Were the lessons successful? How do you know? What would you do differently next time?

Intervention (What will we do if students don't learn it?)

Enrichment (What will we do if students do learn it?)