

Academic Conversation Lesson Plan: Parents and Offspring

Grade Level: First Grade

Content Area Standard(s): NGSS-1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

ELA Standards:

CCSS.ELA-LITERACY.SL.1.6: Produce complete sentences when appropriate to task and situation.

ELD Standards:

ELD.PI.C.1.12.Em, Ex, Br.: Selecting language resources: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.

Lesson Objectives:

Content Area: Students will compare and contrast animals and their offspring.

Speaking and Listening: Students will compose and articulate complete sentences while explaining similarities and differences between animals and their offspring.

Academic Language Demands

Language Function: Compare and Contrast

Vocabulary and/or Symbols: Similar, Different, Compare, Contrast, Habitat, Barn Owl, Owlets, Nest, Prairie Dog, Puppy, Alligator, Baby Alligator, Desert, Bayou, Scale

Syntax: Use of comparison phrases to compare and contrast information:

“ ____ are similar because ____.”

“Similarly...”

“ ____ are different because ____.”

“On the other hand... .”

“As well as...”

“However...”

Discourse: Identifies important pieces of information about the animal and offspring being compared and explains the similarities and differences, referring to information shared from other students and information learned in class

Introduction

Clearly states content objective and language objective

Share with students that they will use complete sentences to describe the similarities and differences between animals' habitats, parent/offspring relationships, sources of energy/food, appearance, and abilities.

Tell students to repeat the learning objective with teacher: "I can describe similarities and differences between animals and their babies using complete sentences."

Links to prior lesson or other prior knowledge

Review animal information cards with class briefly. While reviewing each card, ask students:

- *What is the name of this animal?*
- *What are the babies of this animal called?*

Call on two students to share their ideas per question, per animal. While students share their ideas, write down vocabulary words on a chart for later usage during the academic discussion.

Build Student Knowledge

*Introduce
key
language
demands*

Tell students that when participating in today's discussion, they must listen carefully to the similarities and differences between animals that their classmates share because they will need to respond to their classmates by either adding on more information, or creating a new idea, using complete sentences.

Model one example of how to explain a similarity and difference with complete sentences between two animals, with a partner teacher or high-achieving student:

- 1: *"The prairie dog and their puppies are similar because they both have four legs."*
- 2: *"Good thinking. The prairie dog and puppies are different because the puppies are smaller than the prairie dogs."*

Ask students to reflect on this example, and to think about why it is important to listen to the speaker during this type of discussion.

Share with students that during today's discussion, each student needs to think about the characteristics of the animals we have learned about in class, including the habitats, parent/offspring relationships, food, etc. Tell students they need to think about how the animals are the same and different from one another. Explicitly tell class that similarities and differences mean the same thing as the same and different.

Tell the students that when it is their turn to talk, they will hold the microphone, and whoever is holding the microphone is the only person allowed to talk. Tell students that they will need to raise their hand quietly to indicate that they want to share their idea next, so that the microphone can be passed to them.

Introduce the sentence starters on the pocket chart. Chorally read the sentence frames with class.

Ask students to turn and talk to an elbow partner to practice comparing and contrasting a prairie dog and their puppies using the sentence frames. Allow each student to take a turn practicing a comparison statement, followed with a response from the partner.

" ____ are similar because ____."

"Similarly..."

" ____ are different because ____."

"On the other hand... ."

"As well as..."

	<p><i>“However...”</i></p> <p>Ask the class: <i>“What other tool do we have to help us talk about the similarities and differences between animals?”</i></p> <ul style="list-style-type: none"> • Call on a student to answer: <i>“The vocabulary chart that we created together as a class.”</i>
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<p><i>Engage students in content</i></p>	<p>Tell the students that we will review some of the similarities and differences between the animals as a group before starting the discussion.</p> <p>Ask the class:</p> <ul style="list-style-type: none"> • What are some ways that ___ and ___ are the same? What are some ways that they are different? <p>*Repeat with each animal, and point to the vocabulary words listed on the chart when they are repeated, as well as add new words when students provide them.*</p>
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Academic Discussion: Build Key Ideas and Thinking Skills

<p><i>Questions to prompt students</i></p>	<p>Review with students what specific things you will be looking for during the compare and contrast discussion:</p> <ul style="list-style-type: none"> • Did you use a complete sentence? • What two animals are being compared? • What are the similarities between the two animals? • What is different between the two animals? • Did you use the sentence frames or vocabulary words as tools? • Did you add onto your classmates idea or create a new idea? <p><u>Academic discussion starter:</u> <i>What is one similarity or difference between two of the animals we have learned about in class?</i></p> <p><u>After first student shares:</u> (Probing questions)</p> <p><i>What is something different between ___ and ___?</i></p> <p><i>What is something that is the same between ___ and ___?</i></p> <p><i>Can you think of another animal that is similar/different?</i></p>
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	What other animal also has/does ____?
List language supports	<p><u>Sentence starters on pocket chart:</u></p> <p>“ ____ are similar because ____.”</p> <p>“Similarly...”</p> <p>“ ____ are different because ____.”</p> <p>“On the other hand... .”</p> <p>“As well as...”</p> <p>“However...”</p> <p><u>Vocabulary List on Chart:</u> (Created with class during content review)</p> <ul style="list-style-type: none"> • Animal names, habitats, offspring names, food sources, climates, etc.

Assessment	<i>Content:</i>	<i>Language:</i>
Describe how you will assess students content and language	<p>Observe the vocabulary words provided by students on word wall.</p> <p>Write down students’ responses on anecdotal chart and student language usage chart to analyze participation and understanding of content.</p>	<p>Anecdotal chart noting specific participation in conversation:</p> <ul style="list-style-type: none"> • Explaining ideas using complete sentences • Building off of others’ ideas or creating a new idea • Listening actively and respectfully

Closes the lesson

Reviews objective; makes connections to real-life and/or content applications for target language

Instruct students to repeat the lesson objective after me- *"I can describe similarities and differences between animals and their babies using complete sentences."*

Tell students to "Turn-and-Talk" with their Partner and tell them:

- What did we learn about today?