

Grade 2	<b>Lesson:</b> <b>Animal Adaptations</b> <b>Part 1 - Migration</b>	Reference to English Interconnections: <b>Animal Adaptations: Hibernate &amp; Migrate</b> Pg. 36
<b>Science Standard(s): Standard 4.2 Life Science</b>		
<b>Content Objective(s):</b>	<b>Language Objective(s):</b>	
Students will demonstrate understanding of migration as a response to seasonal change with 3 examples in a role play. <i>I can show 3 examples of migration by acting them out with the class.</i>	Students will read and draw pictures of 3 sentences in a booklet describing animals that migrate in a booklet. <i>I can read and draw pictures of 3 sentences describing animals that migrate in a booklet.</i>	
<b>Essential Questions:</b> How does location affect living things?	<b>Academic Vocabulary:</b> <b>Speak:</b> migrate <b>Read:</b> migrate <b>Write:</b> <b>Sentence Frames:</b> I like to _____. He/she likes to _____. Some _____ (animals) migrate to where it is warmer.	
<b>Materials:</b> - <i>Animals in Winter</i> books printed - crayons - glue -Sign with "I like to ___" on one side and "He likes to __. She likes to ___." for Think, Pair, Share	<b>Language and Word Wall:</b> winter, animals, snow, fly, warmer, birds, butterflies, whales summer, water, swim, north, south	
Lesson: Animal Adaptation Part 1 – Migration		Instruction time: 45mins
<b>Opening: (5 minutes)</b> <ul style="list-style-type: none"> <li>• Display multiple pictures of winter and winter activities around the room. Point to pictures of the activity you like.</li> <li>• Label North and South on the walls in the room and use them as a reference throughout the lesson.</li> <li>• Ask the class to do a Think, Pair, Share for the question:</li> </ul> <b>T: "What do you like to do in the winter? Be ready to tell me what your partner said."</b> <ul style="list-style-type: none"> <li>• Show a sign to prompt them "I like to ___"</li> </ul> <b>S: "I like to build snowmen." or "I like to go sledding." or "I like to drink hot chocolate."</b> <ul style="list-style-type: none"> <li>• Ask for 2-3 students to share what their partner liked to do. Turn the sign over to "He/She likes to ___" to help them respond.</li> </ul> <b>S: "She likes to build snowmen." or "He likes to skate."</b> <b>T: "Why do we only build snowmen in winter? Why don't we play in the snow in the summer?"</b> <b>S: "There is no snow in the summer."</b> <b>Introduction of New Material: (10 minutes)</b> <ul style="list-style-type: none"> <li>• Show pictures of people doing different activities in the winter and the summer.</li> </ul> <b>T: "People change their behavior in the winter because of the colder weather. We dress differently and do different activities. "</b> <ul style="list-style-type: none"> <li>• Show a picture of animals in winter and summer.</li> </ul> <b>T: "Animals also change their behaviors in winter to help them survive. Today we are going to talk about one of the ways they do this."</b> <ul style="list-style-type: none"> <li>• Show a picture of some birds, butterflies, and whales migrating in the winter with a word card that says "migrate"</li> </ul> <b>T: "Put your hands on your head if any of you have grandparents who like to go to St. George (or somewhere warm) in the winter because it's warmer there."</b> <b>T: "Some animals also like to move to a warmer place in the winter. This is called 'migrate'".</b> <b>T: "Some animals migrate in the winter. They migrate to where it is warmer. They migrate or leave their homes and don't come back until Spring."</b> <b>T: "Why do animals migrate? Think about it, raise your hand."</b> <b>S: Will raise their hand and respond "to get warmer" "to find food".</b> <ul style="list-style-type: none"> <li>• Write on the board the answers as the students give them, help the students as needed <ul style="list-style-type: none"> <li>○ To find food or water</li> <li>○ To be warm.</li> </ul> </li> <li>• Show the picture of some birds migrating.</li> </ul> <b>T: "These are birds. Some birds migrate to where it is warmer. Turn to your neighbor and tell them using our sentence frame what birds do in winter."</b> <b>S: "Some birds migrate to where it is warmer."</b> <ul style="list-style-type: none"> <li>• Get attention (i.e., Back to me in 3, 2, 1. Eyes on me)</li> </ul>		

- Show the picture of a monarch butterfly migrating.

**T: "These are some butterflies. They are monarch butterflies. They migrate. They migrate to where it is warm. When I count to 3, whisper to your neighbor using our sentence frame what some butterflies do in the winter. 1, 2, 3."**

*S: "Some butterflies migrate to where it is warmer."*

- Get attention. Show the picture of whales migrating.

**T: "These are whales. Some whales also migrate. They swim to where the water is warmer. They migrate to find more food. Turn to your neighbor and tell them what some whales do in Winter."**

*S: "Some whales migrate to where it is warmer."*

- Get attention.

### **Guided Practice: (15 minutes)**

**T: "Now we are going to act like birds, butterflies, and whales and migrate. Stand up. When I say "Migrate" you are going to fly around. When I say "stop" I want you to find a partner by the time I count to 3. When I say "tell your partner", use our sentence frame to tell them what we are doing. Let me show you."**

### **Use the Modeling Cycle:**

Teacher Does: Model with a student flying, stopping, and saying the sentence frame "Some birds migrate to where it is warmer."

Students do: Ask two students to demonstrate as the teacher says "migrate", "stop" and "tell your partner"

All Students do:

**T: "Migrate. Follow me to the North side of the classroom. Let's all migrate South for the winter."**

- Everyone flaps their "wings" and flies south for the winter. Continue to use the word migrate in sentences as you fly.

**T: "I see a lot of birds migrating. I see little birds migrating. I see big birds migrating."**

**T: "Stop. 1, 2, 3."**

*S: Students stop migrating and find a partner by the count of 3.*

**T: "Tell your partner. "**

*S: "Some birds migrate to where it is warmer."*

- Attention signal.

All Students do:

**T: "Migrate. Now we are butterflies. Butterflies migrate south to where it is warmer. "**

- Everyone flaps their "wings" and flies south for the winter. Continue to use the word migrate in sentences as you fly.

**T: "I see a lot of butterflies migrating. I see yellow butterflies migrating. I see orange butterflies migrating. I see brown butterflies migrating."**

**T: "Stop. 1, 2, 3."**

*S: Students stop migrating and find a partner by the count of 3.*

**T: "Tell your partner who is migrating. "**

*S: "Some butterflies migrate to where it is warmer."*

- Attention signal

All Students do:

**T: "Migrate. Now we are whales. Whales swim in the ocean. Whales migrate to where it is warmer."**

- Everyone swims like a whale. Continue to use the word migrate in sentences as you swim.

**T: "I see a lot of whales migrating. I see blue whales migrating. I see big whales migrating. "**

**T: "Stop. 1, 2, 3."**

*S: Students stop migrating and find a partner by the count of 3.*

**T: "Tell your partner who is migrating."**

*S: "Some whales migrate to where it is warmer."*

- Attention signal. Informal Assessment

**T: "Now I'm going to do a little test to see if you can show me who is migrating. "**

**T: "Show me 'Some butterflies migrate to where it is warmer.'"**

*S: Act out butterflies migrating.*

**T: "Stop. Now show me 'Some whales migrate to where it is warmer.'"**

*S: Act out whales migrating.*

**T: "Stop. Now show me 'Some birds migrate to where it is warmer.'"**

*S: Act out birds migrating.*

- Attention signal.

**T: "We are going to make a little book about migration called 'Animals in Winter'. "**

- Demonstrate to the class how to read the sentence, identify the animals, and draw a picture of the animal migrating.
- Walk around the classroom asking students about their work.

**T: "You will have 7 minutes to draw all 3 pictures. Make sure your name is on the page. Begin."**

- Start a timer and give them 7 minutes to draw the pictures.

### **Independent Practice (10 minutes)**

- Attention signal.
- Do an INSIDE/OUTSIDE CIRCLE to have the students read their migration pages to a partner (To do an inside/outside circle you will have the students make 2 circles, one inside the other. The two circles will face each other. Students will talk to the students in the other circle that they are facing).
- Use the modeling cycle to show students how to read their Migration page of the *Animals in Winter* book with a partner.

#### **Use the modeling cycle:**

##### **Teacher Does with Student:**

**T: "I need a student to come help me. Let's pretend we're in our INSIDE/OUTSIDE CIRCLE and you are my partner. You read your book to me and I will sign my initials on the back to show you read it."**

*S: Student reads the book to the teacher.*

- Teacher initials the page for the student.

##### **Two Students Do:**

**T: "Now I need two students to come up and show us what to do. Let's pretend these two are partners during INSIDE/OUTSIDE CIRCLE. They will read their books to each other and sign their initials on the back."**

*S: Two students demonstrate taking turns reading their books and initialing the partner's book.*

##### **All Students Practice:**

**T: "It's time to get in to our INSIDE/OUTSIDE CIRCLE."**

- Split the class into two groups. Have each group form a circle. Ask one circle to now turn around facing outward in their circle. Ask the other circle to walk over and sit in a circle facing those students. This forms two circles. One is inside with students facing out. The other outside circle has students facing inward. Help anyone who cannot find their partner or participate in the circle if you have an odd number.

**T: "Begin reading to your partner."**

*S: Students read to their partners.*

**T: "Stop, put your initials on your partners paper. Now the inner circle will migrate and move one student to the right." Help students who may not understand how to move. Remind the outer circle that they stay right where they are.**

**T: "You have a new partner now. Begin reading to your new partner and initial their page."**

- Continue having students read and "migrate" around the circle until time is up.
- Walk around the room to observe how the students read to a partner. Remind them to initial their partner's book.

### **Closing: (5 minutes)**

- Attention signal. Gather the students together.
- Have students demonstrate the migration of whales, birds and butterflies.

**T: "Show me a whale."**

*S: will demonstrate the migration of a whale.*

**T: "Show me a bird."**

*S: will demonstrate the migration of a bird.*

**T: "Show me a butterfly."**

*S: will demonstrate the migration of a butterfly.*

**T: "Awesome job. You all know the migration of a whale, bird and butterfly. I am going to collect all of your papers and make it in to a class book that you can read any time!"**

#### **Assessment:**

Booklet: Migration page of *What do animals do in the in Winter?*

## Animals in Winter: Migration

Name \_\_\_\_\_

Some birds migrate to where it is warmer.

Some butterflies migrate to where it is warmer.

Some whales migrate to where it is warmer.