

**ED 101 Educational Technology Lab – Spring 2011**  
**Boston University – School of Education**

## LESSON PLAN

LESSON BASICS	
Your Name	Andrea Luk
Your ED101 Lab Section	D1
School	<b>Harrington Elementary School</b>
Grade(s) Observing	Kindergarten
Supervising Teacher	Ms. Yardley
List any teaching help you may have during the lesson	Ms. Yardley and Ms. Gallagher
Setting (in class, in computer lab, other?)	Classroom – carpet area
Technology needed to complete lesson	The lesson will be held in the classroom. I will need a computer that is connected to the projector and monitor. Students will gather in the carpet area where they can view the projected web site comfortably.
Other materials needed	As most kindergarteners are unable to read and understand complex English, I would not be giving out handouts. Instead, the lesson will focus on the web site images related to the topic, which will accommodate learning in a visual manner. I will also recommend students to read the books that are related to eggs and chicks that Ms. Yardley has selected for the class. Lastly, I will make posters for class assessment activities at the end of the lesson.
Content Area(s)	Life Science
Title of web site	All about Eggs and Chicks
Topic of Lesson	Investigating eggs and chicks
Goals of the Lesson	I hope my students will be able to understand the following big ideas: <ul style="list-style-type: none"> <li>- animals are living things, and some hatch from eggs</li> <li>- eggs come in different sizes, shapes, textures, and colors</li> <li>- certain conditions are needed in order for chick embryos to develop and hatch</li> <li>- chickens have a predictable sequence of growth (life cycle)</li> </ul>
Three Objectives	<p>My students will be able to:</p> <ol style="list-style-type: none"> <li>1. Put the stages of a chicken's life in chronological order.</li> <li>2. Recognize at least three physical characteristics of an egg, a chick, and a chicken.</li> </ol> <p>Identify and give at least three examples of animals such as birds, fish, reptiles, and insects that also hatch from eggs.</p>
STANDARDS	
Technology standard	Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.

	<p><u>Exploratory Skills and Expectations: Internet and Multimedia</u></p> <p><b>K-2: 1.9 Explain that the Internet links computers around the world, allowing people to access information and communicate.</b></p>
Curriculum Framework	<ul style="list-style-type: none"> <li>✗ Massachusetts Science and Technology / Engineering Curriculum Framework</li> <li>✗ Life Science, Grades PreK-2</li> <li>✗ Learning standards for PreK–2 fall under the following four subtopics: Characteristics of Living Things; Heredity; Evolution and Biodiversity; and Living Things and Their Environment.</li> </ul> <p><b>3. Recognize that plants and animals have life cycles, and that life cycles vary for different living things but all include growth, development, reproduction, and death.</b></p>
<b>LESSON PROCEDURE</b>	
Introduction of Lesson	To begin my lesson, I will ask the students to draw pictures of what they think is an image of an egg, a chick, and a chicken. I will then ask the students to explain their drawings and what the major characteristics of an egg, a chick, and a chicken are. Afterwards, I will start my lesson plan.
<p>Lesson Procedure, Web Site Use, and Technology Standard</p> <ol style="list-style-type: none"> <li>I. I will make sure the computer is connected to the overhead projector and monitor before the lesson starts.</li> <li>II. I will gather the students to the carpet area and have them sit comfortably and make sure they have a clear sight of the monitor.</li> <li>III. Before focusing on the main topic, I will explain the function of a webpage and how it can be accessed. I will then introduce the concept of “URL” and the “internet” and how education is enhanced through computer usage in modern times.</li> <li>IV. After starting off with the drawing activity of an egg, a chick, and a chicken, I will show the class several images of what an egg, a chick, and a chicken actually looks like.</li> <li>V. I will ask the class “what kinds of animals lay eggs?” I will then explain which types of animals lay and hatch from eggs, and which do not.</li> <li>VI. I will show the class pictures of eggs in various sizes, colors, shapes, and textures through my webpage and ask the class to differentiate between them.</li> <li>VII. I will ask the class to think of “where eggs come from” and start introducing the life cycle of chickens.</li> <li>VIII. I will show a diagram of an egg and describe the different parts of it (e.g. eggshell, egg white, and yolk).</li> </ol>	

	<p>IX. I will talk about the functions of the incubator and conditions needed for a chick to hatch (appropriate temperature and humidity).</p> <p>X. I will explain concepts of the embryo and chick development through images on my webpage and let the class know that it will take approximately 21 days for a chick to hatch. Students are able to watch a video of how chicks hatch from eggs through my webpage.</p> <p>I will then describe the physical characteristics of chicks and chickens. Students will learn the difference between a hen and a rooster, and will be able to listen to the different sounds chickens make. I will also talk about the conditions needed to support the life of healthy chicks and chickens.</p>
<b>ASSESSMENT</b>	
How will students be assessed?	At the end of the lesson, I will gather the class and ask questions based on what they learned. Also, I will ask them to evaluate their drawings from the warm-up activity, and then have them make changes and add detailed descriptions.
How will you know if students have met the objectives stated above?	<p><b>Three Objectives</b></p> <p>My students will be able to:</p> <ol style="list-style-type: none"> <li>1. Put the stages of a chicken's life in chronological order.</li> <li>2. Recognize at least three physical characteristics of an egg, a chick, and a chicken.</li> <li>3. Identify and give at least three examples of animals such as birds, fish, reptiles, and insects that also hatch from eggs.</li> </ol> <p>After teaching the lesson, I will show posters of an egg, a chick, and a chicken to the class. The class should be able to name them and tell me the correct chronological order of each stage of a chicken's development. I will also have the class label specific parts of the eggs, describe particular characteristics of a chick, and differentiate between a rooster and a hen. Students should be able to identify similarities and differences among animals that hatch out of eggs: birds, fish, reptiles, and insects. They should also be able to recognize that chicks fit into the bird group and therefore share characteristics and behaviors with other birds.</p>
Web-based Quiz	<p>1. How long do eggs take to hatch?</p> <p>a) 5 days  b) 7 days  c) 14 days  <b>d) 21 days</b></p> <p>2. What is the yellow part of the egg called?</p> <p><b>a) yolk</b>  b) white  c) eggshell  d) chick</p>

3. What do baby chicks eat?

- a) **mash seeds**
- b) cheese
- c) chips
- d) fruits

4. What do you call a male adult chicken?

- a) egg
- b) chick
- c) hen
- d) rooster**

5. What do you call a female adult chicken?

- a) egg
- b) chick
- c) hen**
- d) rooster

6. Which of the following lays eggs?

- a) dogs
- b) fish**
- c) tigers
- d) horses

7. Which of the following does not lay eggs?

- a) insects
- b) birds
- c) human**
- d) reptiles

8. Which is the correct order of the growth of baby chicks?

- a) an egg → a chicken → a chick
- b) an egg → a chick → a chicken**
- c) a chick → an egg → a chicken
- d) a chicken → a chick → an egg