

<p>LCM Lesson Plan: Feet Can Tell a Story</p> <p>Performance Standards: Science A-12, B-1 Cultural for Educators B-1 Writing 1-A for 5-7</p> <p>Science Concept: Students will understand why birds feet are like they are and how they are used to help the birds survive.</p>	<p>Nancy Dean</p> <p>Grade Level: First and Second</p> <p>Diomedea School, Bering Straits School District</p>	
<p>Gear Up</p> <p>*Do a T-H-C Chart with the students for owls, cranes, and crested auklets-birds that are used for subsistence and live on the island or migrate through.</p> <p>*Show photos of the birds when talk slows.</p>	<p>Process Skills</p> <p>Communication</p>	<p>Materials</p> <p>Tub of water Spatula Potato masher Mechanic's finger Small objects to Pick up Science journals</p>
<p>Explore</p> <ul style="list-style-type: none"> Using a tub of water, students will use the spatula, masher and mechanic's finger to figure out what works best for movement in water. Using the spatula, mechanic's finger and masher students will decide which works best for picking up objects. Using the masher, mechanic's finger and spatula, students will decide which would be best for wading in shallow water. Students will record information in their science journals. Students will examine real birds' feet and look for ways that the birds use them. Students will match up the spatula, mechanic's finger, and potato masher with real birds' feet. Continue discussion of what we know about these local subsistence birds. Students will write/draw new findings in their science journals. 	<p>Observation</p> <p>Communication</p>	<p>Feet of owls Feet of crane Feet of auklet</p>
<p>Generalize</p> <p>How can you know that a bird swims in the water? How can you tell that a bird catches prey with its feet? What would be useful for a wading bird? Add any new information and more areas to explore to the T-H-C chart.</p>	<p>Communication</p> <p>Drawing conclusions</p>	<p>Vocabulary</p> <p>Migrate Prey Predator Conclude Claw</p>

<p>Apply/Assess Write about one of these birds and illustrate the book/story. Explain and examine the rubric before starting.</p>	<p>Communication</p>	<p>Webbed</p>
<p>Extensions Stories from Elders. Visiting AK F&G person talk. Videos about birds.</p>	<p>Communication Classification</p>	

Rubric for LCM about Bird Feet

Emerging	Developing	Proficient	Advanced
Less than two facts about one of the birds and how it's feet help the bird survive.	Two or three facts about one of the birds and how it's feet help the bird survive.	More than four facts about one of the birds and how it's feet work to help the bird survive.	More than four facts about more than one bird and how their feet work to help the birds survive.
Few or no capitals.	Most sentences start with capitals.	Sentences start with capitals.	Sentences and proper nouns begin with capitals.
Few or no periods.	Most sentences end with periods.	Sentences end with periods.	Commas are attempted.
Few or no spaces between words.	Spaces between most words.	Spaces between all words.	Proper spacing between words and punctuation
Writer must explain writing.	Most words are understandable.	Uses phonetic spelling that is understandable.	...and correctly spells appropriate sight words from the Fry List.
No drawings.	Drawings about how the feet help the bird survive are incomplete with some labeling.	Drawings about how the feet help the bird survive are accurately labeled.	Drawings about how the feet help the birds survive are accurately labeled for all the birds.