



Author Name: Geri Estren	Content Areas: Language Arts, speech
Lesson Plan Title: Which Whale is It? Whale ID	State: NJ
Lesson Time Frame: 5 periods	Inspired by an Earthwatch Expedition: Grey Whale Migrations
Student Level: Elem, K-3	

Whale Unit

Abstract:

This lesson will be an excellent way to swing back into the new school year as both students and teachers share what they did over their summer vacation. The introduction to this unit will be through sharing photos of my Gray Whale Migration. Earthwatch Expedition. A percentage of my caseload are students who worked with me in the prior school year and summer. For those students, this will be a continuation of the overall summer school theme of ocean life. For these students, it will be an opportunity to review skills that were addressed in the summer and to evaluate the level retention/loss over the 3 week break. The unit will include activities that relate to goals and objectives as stated in the student's IEP's. These goals and objectives are commonly related to strengthening attention, listening, auditory memory, language comprehension/processing, vocabulary and expressive language-speech skills. It is appropriate to begin the school year with an emphasis on listening. Therefore, listening activities will be prioritized.

Goal

Improve speech and language skills. (as per student IEP)

Performance Indicators

Listening/attention

Criteria for success: 4/5 trials.

Students will be able to identify source of a presented sound.

Vocabulary: (From unit related vocabulary list)

Criteria for Success: 80% or greater with no greater than one cue.

Students will be able to tell appropriate word that relates to its definition.

Students will be able to define words (provide at least two semantic features per word)

Students will be able to use target vocabulary words appropriately in a sentence.

Comprehension

Criteria: 80% or greater with no greater than 1 cue.

Students will provide appropriate yes/no answer to question presented orally.
Students will provide appropriate yes/no answer to question presented in written form.
Students will provide appropriate answer to “wh” questions presented orally/written.
Students will provide appropriate answer to inference-level question presented orally.

Background Information

These lessons will be appropriate for students in Contents 2-4, who have a basic cognitive level and a minimum of emerging literacy skills.

Materials

Scarves (listening activity)
Headphones
Photographs from trip
Vocabulary list
Whale coloring sheets

Technology

Computer
Internet-Google

Instructional Procedure

Lesson 1-“What I did during summer break”

Activities: Conversational discourse. Look at whale pictures.

Facts about whales-Kinds of whales, parts of whales, whale actions

Introduce vocabulary: [blowhole](#), [fluke](#), [breach](#), [baleen](#), [migration](#),
[Gray whales](#), [orca/killer](#), [beluga](#), [dorsal fin](#)

Write words on cards and talk provide 2-3 semantic features, (category, Characteristics, etc. multiple meaning word for fluke-can be a verb/noun)

Closure: Questions for comprehension: present orally/written

What kind of whale is this?

Guess the word

Lesson 2 “How whales navigate ([echolocation](#))

Activity: Present the word Echo-what is an echo? What is location?
Put echo-location together. Play a brief echo game. Repeat what I say.

(As per IEP objective, auditory sequential memory) Explain whale echolocation.

Group is blindfolded. One student is selected to use his voice to say a Carrier phrase (target speech sounds to be used) Group members must Raise their hand to guess who said the carrier phrase.

Closure: Review vocabulary. Guess the word as the ticket to leave session

Lesson 3

“A whale family”

Activity

Vocabulary: **calf, cow, bull**

Color pictures of whale families. Find the whale that has ____ and color / Circle/make an x, etc.

This is the _____

Student makes up a brief story about a whale family

Lesson 4

Review of vocabulary-word card tic tac toe- (match definition with word) Hand-out. Write the word that matches its definition given word bank.

Lesson 5

Written or orally presented test
Vocabulary/ comprehension questions

Assessment:

`Skill:	Method of Assessment:			
	Verbal response	Written response	Gesture	AAC
`Listening/attention	X		X	X
`Auditory memory	X			X
`Describing	X	X		X
`Comprehension	X	X		X
`Articulation	X			

Connection to other Content Areas

These lessons coordinate well with science curriculum.

Acknowledgements

Teachers Resources kit:Whale Words: www.rom.on.ca/wwatch/teachers-just_words.html

Contact Information:

For questions or more information on this unit

I can be reached at : Geri Estren

Geri@Estren.net