



Author Name: Leigh Ann Tomooka	Content Areas: Science, Writing, Language Arts, MA
Lesson Plan Title: All About Orcas	State: CA
Lesson Time Frame: 5 3-minute lessons	Inspired by an Earthwatch Expedition: Orca
Student Level: Elementary	

Lesson Title: Orca Body Parts
Grade Level: K
Content Areas: Science, Writing, Language Arts
Time Allotment: two 30 minute lessons

Lesson 1

Objective: Students will identify the dorsal fin, saddle patch, eye patch, spout, and tail, and will write pattern sentences using sight words and new vocabulary.

Materials: Orca costume parts - dorsal fin with attached saddle patch, mask with eye patches, GLAD input chart (poster size chart with drawing of Orca that labels each of its parts)

Anticipatory set: Wear the whale costume. Ask kids what kind of animal they think they will be learning about. Do a K-W-L chart about what they already know (K) about Orcas, what they want to know (W), and at the end, what they learned (L).

Read aloud: Whale book

Model: Identify body parts using the Orca costume. Have students try on costume.

English Language Development: Create a song about the dorsal fin, eye patch, saddle patch, spout, and tail using hand movements.

Guided Practice: Students create a orca whale craft and label the parts, use as a graphic organizer to complete sentence patterns in session 2.

Closure: Review parts of whale. Have students pretend they are whales and to point to where each part is located. Tell students that in the next lesson, they will use what they know about the parts of an Orca to write a five sentence paragraph.

Lesson 2

Objective: Students will use their previously created graphic organizer of a whale and its labeled parts to complete a five sentence paragraph using sentence frames.

Anticipatory set: Sing the Orca body parts song.

Activate background knowledge: Review the GLAD input chart made in class during lesson 1.

Model: Model sentence frames. Use a poster size chart with the following sentence frames:

Orcas are whales.
Orcas have _____.
Orcas have _____.
Orcas have _____.
Orcas have _____.
I like Orcas.

Model how to fill in the blanks using the GLAD drawing as they write each sentence. Students will need to write the entire sentence, not just fill in the blanks. Use step-up-to-writing method to underline the topic sentence, four key idea sentences, and conclusion sentence (green, yellow, yellow, yellow, yellow, green).

Independent practice: Students use the graphic organizer they have created to complete the sentence frames.

Closure: Author's chair – choose 1-2 students to share their writing with the class.

Lesson Title: Orca Identification

Grade Level: K

Content Area: Science, Math

Time Allotment: 30 min

Objective: Students will use visual discrimination of nicks, scratches, and patterns to find the identical match for each dorsal fin and saddle patch.

Materials: Orca book on identification, matching worksheet, big pocket chart size pictures of matching

Anticipatory Set: Read aloud

Guided instruction: Whole group-pocket chart match with big picture cards. Display various pictures of dorsal fins and saddle patches. Model how to find the matching pictures. Select students to find other matching dorsal fins.

Independent practice: In pairs, they will complete the matching worksheet

Closure: Students create appropriate names for each Orca. For example, a wavy fin can be named WAVY.

Title: How big is an Orca?

Grade Level: K

Content Area: Science, Math

Time Allotment: 30 min

Objective: Students will use unifix cubes to measure and compare Orca whales to other whales, determining which one is longer or shorter.

Anticipatory Set: Read aloud about different types of whales.

Guided Instruction: Display scaled pictures of various types of whales. Compare two side by side. Ask kids which one is shorter, which one is longer. Then model how to use unifix cubes to measure the length of each one.

Independent Instruction: In pairs, students will use unifix cubes to measure the length of each whale on the worksheet. They will write down the number of unifix cubes it is in length and circle the one that is LONGER.

Students who finish early can go to measuring center to measure larger versions of the whales. Make sure to label each whale with it's proper name.

Closure: Create a class graph that shows how long each whale is.