

Lesson Plan #1

The following lesson plans were created by Nicole Schmitz of Holomua Elementary School.

Grade Level: 3rd and 4th Grade Special Education

Standard(s):

CCSS 3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CCSS 3.RF.4 - Read with sufficient accuracy and fluency to support comprehension

CCSS 4.RF.4 - Read with sufficient accuracy and fluency to support comprehension

Length of time to implement the lesson/activity: 1 hour

Lesson Plan:

Learning Objectives:

SWBAT explain what an invasive species is and describe the Coconut Rhinoceros Beetle

SWBAT identify the habitat, harmful effects and prevention strategies of the Coconut Rhinoceros Beetle

Strategies that will be used: (grouping, differentiation, etc.)

Small Group Guided Reading Lesson, 1:1 Support, Leveled Texts, Differentiation

Materials:

Student Packets, Pencils, Erasers, Worksheets, Teacher Dry Erase Board

Procedure:

Introduction:

Teacher will ask a few questions about what invasive species are to activate prior knowledge. The teacher will explicitly state the teaching point and explain why learning about invasive species is important. "Today we are going to learn about an invasive species, the Coconut Rhinoceros Beetle. It is important to learn about this pest because it has harmful effects on our community and culture."

Teach:

The teacher will explain explicitly what an invasive species is. The teacher will also give examples of each. The teacher will then explain the harmful effects of invasive species on school gardens, farms, landscape and throughout the community. The teacher will then introduce the Coconut Rhinoceros Beetle. The teacher will have the students make predictions about the Coconut Rhinoceros Beetle.

Guided Practice:

The teacher will be reading the Plant Heroes packet with the students. The teacher will start by giving essential vocabulary words that will be helpful for reading and understanding the reading. The teacher will then lead the students in a group read. As the students are taking turns reading, the teacher will be asking various explicit and inferential comprehension questions. The teacher will stop the students periodically to have them talk to their neighbor about their thinking. The teacher will also have them share out their ideas and discuss. At the end of the reading, the teacher will emphasize the importance of controlling and reducing the amount Coconut Rhinoceros Beetles in Hawaii.

Independent Practice:

The students will complete a Coconut Rhinoceros Beetle information chart. For the information chart, they will need to use their reading for find answers and draw pictures to illustrate. The teachers will monitor students while they are working and provide 1:1 support and reteaching as needed.

Academic Feedback/Assessment: Teachers will use lesson observations, and independent practice accuracy to know if the students understand the objectives. (A rubric was created to determine accuracy on the information chart and inference writing prompt)

Assessment and Rubric

Name: _____ Date: _____

Coconut Rhinoceros Beetle (CRB)

<p style="text-align: center;">Where would we find CRB eggs? Draw and label picture</p>	<p style="text-align: center;">Identify TWO types of trees the CRB attacks. Draw and label picture.</p>
<p style="text-align: center;">Identify TWO types of damage caused by the CRB. Draw and label picture</p>	<p style="text-align: center;">What is one way to help prevent the CRB from spreading? Draw and label picture.</p>

CRB Information Chart Rubric


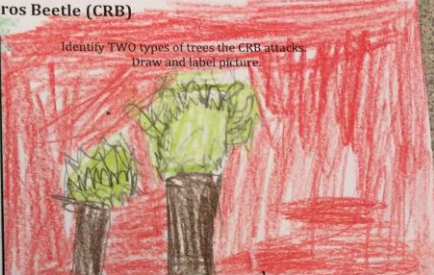
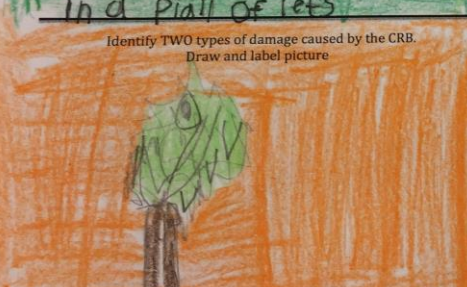

	2 points	1 point	0 points
Question 1	<ul style="list-style-type: none"> - all written or labeled information is correct - picture accurately illustrates content 	<ul style="list-style-type: none"> - written or labeled information has errors or - picture does not accurately illustrate the content 	<ul style="list-style-type: none"> - both written or labeled information and picture are incorrect OR - section is not completed
Question 2	<ul style="list-style-type: none"> - all written or labeled information is correct - picture accurately illustrates content 	<ul style="list-style-type: none"> - written or labeled information has errors or - picture does not accurately illustrate the content 	<ul style="list-style-type: none"> - both written or labeled information and picture are incorrect OR - section is not completed
Question 3	<ul style="list-style-type: none"> - all written or labeled information is correct - picture accurately illustrates content 	<ul style="list-style-type: none"> - written or labeled information has errors or - picture does not accurately illustrate the content 	<ul style="list-style-type: none"> - both written or labeled information and picture are incorrect OR - section is not completed
Question 4	<ul style="list-style-type: none"> - all written or labeled information is correct - picture accurately illustrates content 	<ul style="list-style-type: none"> - written or labeled information has errors or - picture does not accurately illustrate the content 	<ul style="list-style-type: none"> - both written or labeled information and picture are incorrect OR - section is not completed

Percentages will be determined based on 8 points total.

Student Samples

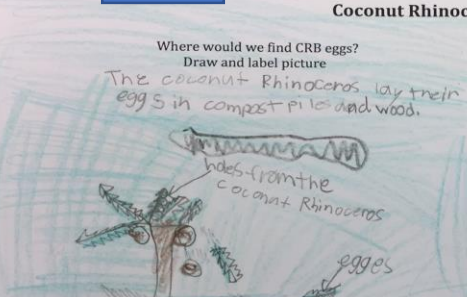
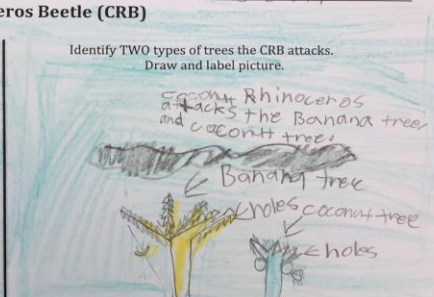
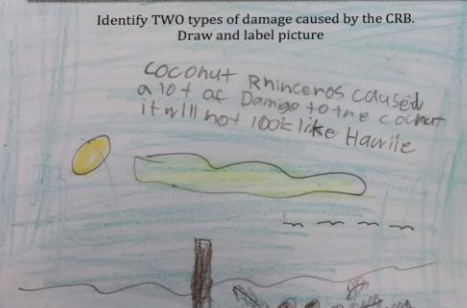
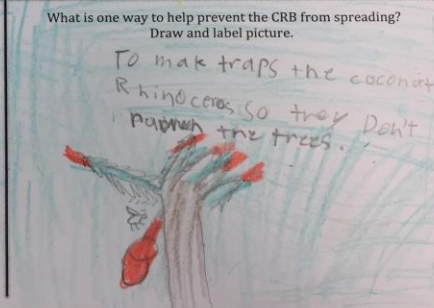
Name: [REDACTED] Date: 3-2-17

Coconut Rhinoceros Beetle (CRB)

<p>Where would we find CRB eggs? Draw and label picture</p>  <p style="text-align: center;"><u>In a Pile of leaves</u></p>	<p>Identify TWO types of trees the CRB attacks. Draw and label picture.</p>  <p style="text-align: center;"><u>a banana tree and pine tree</u></p>
<p>Identify TWO types of damage caused by the CRB. Draw and label picture</p>  <p style="text-align: center;"><u>they can make a hole and</u></p>	<p>What is one way to help prevent the CRB from spreading? Draw and label picture.</p>  <p style="text-align: center;"><u>they burn the Pile Of leaves</u></p>

Name: [REDACTED] Date: 3/30/17

Coconut Rhinoceros Beetle (CRB)

<p>Where would we find CRB eggs? Draw and label picture</p> <p>The coconut Rhinoceros lay their eggs in compost piles and wood.</p> 	<p>Identify TWO types of trees the CRB attacks. Draw and label picture.</p> <p>coconut Rhinoceros attacks the Banana tree and coconut tree</p> 
<p>Identify TWO types of damage caused by the CRB. Draw and label picture</p> <p>Coconut Rhinoceros caused a lot of damage to the coconut it will not look like Hawaii</p> 	<p>What is one way to help prevent the CRB from spreading? Draw and label picture.</p> <p>To make traps the coconut Rhinoceros so they don't damage the trees.</p> 

Lesson Plan #2

Grade Level: 3rd and 4th Grade Special Education
Standard(s): CCSS 4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text CCSS 3.RI.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
Length of time to implement the lesson/activity: 1 hour
Lesson Plan: Learning Objectives: SWBAT explain what an invasive species is and describe the Coconut Rhinoceros Beetle SWBAT identify cause and effect relationships related to the Coconut Rhinoceros Beetle and the environment/culture Strategies that will be used: (grouping, differentiation, etc.) Small Group, 1:1 Support, Leveled Texts, Differentiation Materials: Student Packets, Pencils, Erasers, Worksheets, Teacher Dry Erase Board, Video https://www.youtube.com/watch?v=3jr3V6kcJzk Procedure: Introduction: Teacher will ask a few questions about what invasive species are to activate prior knowledge. The teacher will explicitly state the teaching point and explain why learning about invasive species and the effects of the Coconut Rhinoceros Beetle is important. "Today we are going to discuss the harmful effects of the Coconut Rhinoceros Beetle. It is important to learn about the harm this pest can cause because it can directly affect each and every one of you and your community." Teach: The teacher will review the reading and information charts created during the previous lesson. The teacher will then expand on the ideas presented in the previous lesson and explain the harmful effects of invasive species in relation to their school gardens, farming, landscape and throughout the community. Guided Practice: The lesson will start by watching a short video on the effects of the Coconut Rhinoceros Beetle in Guam. After the video, the teacher will lead the students in a class discussion of the video and emphasize the importance of controlling and reducing the amount Coconut Rhinoceros Beetles in Hawaii. The teacher will use scaffolding techniques to prompt the students to long term effects of the Coconut Rhinoceros Beetle. The teacher will stop the students periodically to have them talk to their neighbor about their thinking and then share out. Independent Practice: The students will infer what would happen to Hawaii if the Coconut Rhinoceros Beetle population is not controlled. They will write about the long term effects of the Coconut Rhinoceros Beetle on Oahu. For the writing, the students will be given a copy of their reading packet from the previous lesson. They will need to support their answers with information from the text and link it to their own thoughts. The teacher will monitor students while they are working and provide 1:1 support and reteaching as needed. Academic Feedback/Assessment: Teachers will use lesson observations, and independent practice accuracy to know if the students understand the objectives. (A rubric was created to determine accuracy on the information chart and inference writing prompt)

Assessment and Rubric

Making Inferences Rubric

Criteria	Points
Answer I can start my response with an answer	1 point
Text Evidence I can use information from the text to support my answer	1 point
My Thoughts I can connect my text evidence to something I know	2 points
Closing Statement I can write a statement to retell my answer at the end of the response.	1 point

Percentages will be determined based on 8 points total.

Student Samples

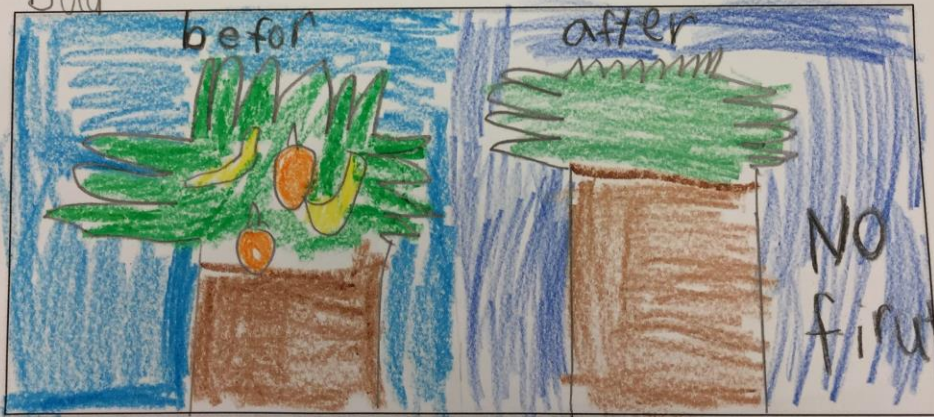
Name: _____

Date: 3-6-17

Coconut Rhinoceros Beetle (CRB)

Directions: We have been learning about the effects of the Coconut Rhinoceros Beetle. Write about what you think will happen if we don't control this pest.

if we don't stop the coconut rhinoceros beetle we will no fruit on hawaii. according to the text coconut and oil palm are the rhino beetle's preferred host but they also damage banana, cacao, papaya, pineapple, sugarcane, and taro. I know the coconut rhinoceros attack fruit trees in Hawaii if they die we won't have to eat. this is how I know the coconut rhinoceros beetle is bad.



Name: _____

Date: 3/6/17

Coconut Rhinoceros Beetle (CRB)

Directions: We have been learning about the effects of the Coconut Rhinoceros Beetle. Write about what you think will happen if we don't control this pest.

If we do stop Coconut Rhinoceros Beetle the animals will lose their homes and they will die. According to the text when a beetle borrows through developing leaves those leaves grow out with distinctive V-shaped cuts. Beetle damage weakens and may kill palms. I know that some animals like birds live in trees. If the rhino beetle kills the trees they will have no where to live. This is how I know that the Coconut Rhinoceros Beetle could hurt animals.

