

# Lesson 2: White-tailed Deer

## **Learner Description:**

The learners are 2<sup>nd</sup> grade students in a Title 1 school. Some of the students are ESOL (English for Speakers of Other Languages). Most of the students are reading on or above grade level.

## **Lesson:**

This lesson is part of the Life Processes Unit in Science and based on Virginia Standards of Learning (SOL).

## **Time:**

This lesson will take 2-3, 45 minute class periods.

## **Description:**

In this lesson students will:

- Identify the stages of the white-tailed deer's life cycle
- Describe the changes in the white-tailed deer's life cycle
- Construct a digital model of the white-tailed deer's life cycle using *Comic Life*, an iPad app

## **Virginia State Standards of Learning (SOL) covered in this lesson:**

**SOL 2.4** The student will investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow.

**SOL 2.1** The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) observations and predictions are made and questions are formed;
- g) conditions that influence a change are identified and inferences are made;
- j) conclusions are drawn;
- l) simple physical models are designed and constructed to clarify explanations

### **Computer Technology Standards of Learning:**

**C/T K-2.2** Identify and use available technologies to complete specific tasks

**C/T K-2.4** Plan and apply strategies for gathering information, using a variety of sources and tools, and reflect on alternate strategies that might lead to greater successes in future projects.

**C/T K-2.6** Communicate effectively with others in a collaborative learning situation

A. Use technology tools for individual and collaborative writing, communication, and presentation activities.

### **Procedure:**

Day 1: Students prior knowledge will be activated through the use of a What I know, What I want to know, What I learned (KWL) activity. In their interactive notebooks have students divide their page landscape orientation into 3 sections. They should label the sections with a K, W, and L. Students will write down thing they know about the life cycle of the deer. Give students 2-3 minutes to write down their ideas. Next, students write down things they would like to know about the white tailed deer's life cycle. Again, allow students 2-3 minutes to write down their ideas. Ask student to not write anything in the *L* section, this will be filled in at the end of the lesson. Have students share some of their ideas with the class.

**Introduce key vocabulary:** fawn, yearling, doe and buck. Have students record the key vocabulary in their interactive notebook.

As a class, navigate through the [website](#) website. Explain each stage of the life cycle of the deer using the pictures found on the website.

Give students an iPad and have them navigate to the [webpage](#). They will complete the white-tailed deer's life cycle activity page. Here students will draw each stage and write one fact about each stage.

Day 2: Have students research white tailed deer's life cycle images to use on their digital posters. At this point they have done this before with another unit where they were introduced to the app, *Comic Life*. Students know how to search for images and save to photos on the iPad.

Give students about 15 minutes to search and save their images. Students should begin their digital posters by opening up the app. They will use their pictures and write one fact, they could use the fact they wrote on their activity sheet the day before, about each stage. Students will need to save their poster by exporting to iTunes as a PDF.

Day 3: Finish student posters and have students share with the class.

### **Assessment:**

For this assessment use the activity page from day 2. You could also give students a graphic organizer and have them draw each of the stages of the life cycle of the deer. Since all the stage are similar the only differences is the vocabulary. In this case maybe a vocabulary match would be the best assessment.