

Grade 2	Lesson: Animal Adaptations Part 1 – Migration Die Anpassung von Tieren Teil 1- Migration	Reference to English Interconnections: Animal Adaptations: Hibernate & Migrate Pg. 36
Science Standard(s): Standard 4.2 Life Science		
Content Objective(s):		Language Objective(s):
Students will demonstrate understanding of migration as a response to seasonal change with 3 examples in a role play. <i>I can show 3 examples of migration by acting them out with the class.</i> Ich kann 3 Beispiele von Migration zeigen, indem ich sie mit meiner Klasse vorspiele.		Students will read and draw pictures of 3 sentences in a booklet describing animals that migrate in a booklet. <i>I can read and draw pictures of 3 sentences describing animals that migrate in a booklet.</i> Ich kann 3 Sätze vorlesen und Bilder davon zeichnen, die die Migration von Tieren in einem Büchlein erklären.
Essential Questions: How does location affect living things?		Academic Vocabulary: Speak: migrate fortziehen/auswandern/migrieren Read: migrate fortziehen/auswandern/migrieren Write: Sentence Frames: I like to _____. Mir gefällt es, zu ____. He/she likes to _____. Ihm/Ihr gefällt es, zu ____. Some _____ (animals) migrate to where it is warmer. Einige ____ (Tiere) migrieren in wärmere Gebiete/ziehen in wärmere Gebiete.
Materials: - <i>Animals in Winter</i> books printed - crayons - glue -Sign with “I like to _____” on one side and “He likes to _____.” for Think, Pair, Share		Language and Word Wall: winter, animals, snow, fly, warmer, birds, butterflies, whales summer, water, swim, north, south Winter, Tiere, Schnee, fliegen, wärmer, Vögel, Schmetterlinge, Wale, Sommer, Wasser, schwimmen, Norden, Süden
Lesson: Animal Adaptation Part 1 – Migration		Instruction time: 45 minutes

Opening: (5 minutes)

- Display multiple pictures of winter and winter activities around the room. Point to pictures of the activity you like.
- Label North and South on the walls in the room and use them as a reference throughout the lesson.
- Ask the class to do a Think, Pair, Share for the question:

T: "What do you like to do in the winter? Be ready to tell me what your partner said." Was macht ihr gerne im Winter? Ihr müsst mir auch sagen können, was euer Partner gesagt hat.

- Show a sign to prompt them "I like to _"

S: "I like to build snowmen." or "I like to go sledding." or "I like to drink hot chocolate."

- Ask for 2-3 students to share what their partner liked to do. Turn the sign over to "He/She likes to _" to help them respond.

S: "She likes to build snowmen." or "He likes to skate."

T: "Why do we only build snowmen in winter? Why don't we play in the snow in the summer? Warum bauen wir einen Schneemann nur im Winter? Warum spielen wir nicht im Sommer im Schnee?"

S: "There is no snow in the summer."

Introduction of New Material: (10 minutes)

- Show pictures of people doing different activities in the winter and the summer.

T: "People change their behavior in the winter because of the colder weather. We dress differently and do different activities. " Leute verhalten sich anders im Winter, weil es kalt ist. Wir ziehen uns anders an und machen andere Dinge.

- Show a picture of animals in winter and summer.

T: "Animals also change their behaviors in winter to help them survive. Today we are going to talk about one of the ways they do this." Auch Tiere verändern im Winter ihr Verhalten, um zu überleben. Heute werden wir über eines davon sprechen.

- Show a picture of some birds, butterflies, and whales migrating in the winter with a word card that says "migrate"

T: "Put your hands on your head if any of you have grandparents who like to go to St. George (or somewhere warm) in the winter because it's warmer there." Legt eure Hand auf den Kopf, wenn ihr Großeltern habt, die im Winter gerne nach St. George (oder einen warmen Ort) fahren, weil es dort wärmer ist.

T: "Some animals also like to move to a warmer place in the winter. This is called 'migrate'". **Einige Tiere ziehen auch gerne an einen wärmeren Ort im Winter. Das nennt man „migrieren“.**

T: "Some animals migrate in the winter. They migrate to where it is warmer. They migrate or leave their homes and don't come back until Spring." **Einige Tiere migrieren im Winter. Sie migrieren an einen wärmeren Ort. Sie migrieren oder verlassen ihr Zuhause und kommen nicht zurück bis das Frühjahr beginnt.**

T: "Why do animals migrate? Think about it, raise your hand." **Warum migrieren Tiere? Denkt darüber nach und meldet euch.**

S: *Will raise their hand and respond "to get warmer" "to find food".*

- Write on the board the answers as the students give them, help the students as needed
 - o To find food or water
 - o To be warm.

- Show the picture of some birds migrating.

T: "These are birds. Some birds migrate to where it is warmer. Turn to your neighbor and tell them using our sentence frame what birds do in winter." **Das sind Vögel. Einige Vögel migrieren in wärmere Gebiete. Dreht euch zu eurem Nachbarn und sagt ihm, indem ihr unseren Satzbau verwendet, was Vögel im Winter machen.**

S: *"Some birds migrate to where it is warmer." Einige Vögel migrieren an einen wärmeren Ort.*

- Get attention (i.e., Back to me in 3, 2, 1. Eyes on me)
- Show the picture of a monarch butterfly migrating.

T: "These are some butterflies. They are monarch butterflies. They migrate. They migrate to where it is warm. When I count to 3, whisper to your neighbor using our sentence frame what some butterflies do in the winter. 1, 2, 3." **Hier sind ein paar Schmetterlinge. Sie sind Monarchfalter. Sie migrieren. Sie migrieren in wärmere Gebiete. Wenn ich bis drei gezählt habe, flüstert eurem Nachbarn zu, was manche Schmetterlinge im Winter machen. Verwendet dabei unseren Satzbau. 1,2,3.**

S: *"Some butterflies migrate to where it is warmer." Manche Schmetterlinge migrieren in wärmere Gebiete.*

- Get attention. Show the picture of whales migrating.

T: "These are whales. Some whales also migrate. They swim to where the water is warmer. They migrate to find more food. Turn to your neighbor and tell them what some whales do in Winter." **Das sind Wale. Einige Wale migrieren auch. Sie schwimmen zu wärmeren Gewässern. Sie migrieren, um mehr Essen zu finden. Dreht euch zu eurem Nachbarn und sagt ihm, was einige Wale im Winter machen.**

S: *"Some whales migrate to where it is warmer." Einige Wale migrieren in wärmere Gebiete.*

- Get attention.

Guided Practice: (15 minutes)

T: "Now we are going to act like birds, butterflies, and whales and migrate. Stand up. When I say "Migrate" you are going to fly around. When I say "stop" I want you to find a partner by the time I count to 3. When I say "tell your partner", use our sentence frame to tell them what we are doing. Let me show you." **Jetzt tun wir so, als wären wir Vögel, Schmetterlinge und Wale und migrieren. Wenn ich „migrieren“ sage, dann fliegt herum. Wenn ich „stopp“ sage, möchte ich, dass ihr auf drei einen Partner findet. Wenn ich sage „Sagt es eurem Partner“, verwendet unseren Satzbau und sagt ihm, was wir machen. Lasst es mich euch vorführen.**

Use the Modeling Cycle:

Teacher Does: Model with a student flying, stopping, and saying the sentence frame "Some birds migrate to where it is warmer."

Students do: Ask two students to demonstrate as the teacher says "migrate", "stop" and "tell your partner"

All Students do:

T: "Migrate. Follow me to the North side of the classroom. Let's all migrate South for the winter." **Migrieren. Kommt mit mir zur Nordseite des Klassenzimmers. Lasst uns alle für den Winter in den Süden migrieren.**

- Everyone flaps their "wings" and flies south for the winter. Continue to use the word migrate in sentences as you fly.

T: "I see a lot of birds migrating. I see little birds migrating. I see big birds migrating." **Ich sehe viele Vögel migrieren. Ich sehe kleine Vögel migrieren. Ich sehe große Vögel**

migrieren.

T: "Stop. 1, 2, 3." Stopp. 1,2,3.

S: Students stop migrating and find a partner by the count of 3.

T: "Tell your partner. " Sagt es eurem Partner.

S: "Some birds migrate to where it is warmer." Einige Vögel migrieren in wärmere Gebiete.

- Attention signal.

All Students do:

T: "Migrate. Now we are butterflies. Butterflies migrate south to where it is warmer." Migrieren. Jetzt sind wir Vögel. Schmetterlinge migrieren in den Süden, wo es wärmer ist.

- Everyone flaps their "wings" and flies south for the winter. Continue to use the word migrate in sentences as you fly. **T: "I see a lot of butterflies migrating. I see yellow butterflies migrating. I see orange butterflies migrating. I see brown butterflies migrating." Ich sehe viele Schmetterlinge, die migrieren. Ich sehe gelbe Schmetterlinge migrieren. Ich sehe orange Schmetterlinge migrieren. Ich sehe brauen Schmetterlinge migrieren.**

T: "Stop. 1, 2, 3." Stopp. 1,2,3.

S: Students stop migrating and find a partner by the count of 3.

T: "Tell your partner who is migrating. "Sagt eurem Partner, wer migriert.

S: "Some butterflies migrate to where it is warmer."

- Attention signal

All Students do:

T: "Migrate. Now we are whales. Whales swim in the ocean. Whales migrate to where it is warmer." Migrieren. Jetzt sind wir alle Wale. Wale schwimmen im Meer. Wale migrieren in wärmere Gebiete.

- Everyone swims like a whale. Continue to use the word migrate in sentences as you swim.

T: "I see a lot of whales migrating. I see blue whales migrating. I see big whales migrating. " Ich sehe viele Wale migrieren. Ich sehe Blauwale migrieren. Ich sehe große Wale migrieren.

T: "Stop. 1, 2, 3." Stopp. 1,2,3.

S: Students stop migrating and find a partner by the count of 3.

T: "Tell your partner who is migrating." Sagt eurem Partner, wer migriert.

S: "Some whales migrate to where it is warmer."

- Attention signal. Informal Assessment

T: "Now I'm going to do a little test to see if you can show me who is migrating.

"Jetzt werde ich einen kleinen Test machen, um zu sehen, ob ihr mir zeigen könnt, wer migriert.

T: "Show me 'Some butterflies migrate to where it is warmer.'" Zeigt mir „Einige Schmetterlinge migrieren in wärmere Gebiete."

S: Act out butterflies migrating.

T: "Stop. Now show me 'Some whales migrate to where it is warmer.'" Stopp. Zeigt mir jetzt „Einige Wale migrieren in wärmere Gebiete."

S: Act out whales migrating.

T: "Stop. Now show me 'Some birds migrate to where it is warmer.'" Stopp. Zeigt mir jetzt „Einige Vögel migrieren in wärmere Gebiete."

S: Act out birds migrating.

- Attention signal.

T: "We are going to make a little book about migration called 'Animals in Winter'. " Wir werden ein kleines Buch über Migration zusammenstellen. Es heißt „Tiere im Winter".

- Demonstrate to the class how to read the sentence, identify the animals, and draw a picture of the animal migrating.
- Walk around the classroom asking students about their work.

T: "You will have 7 minutes to draw all 3 pictures. Make sure your name is on the page. Begin." Ihr habt sieben Minuten lang Zeit, um alle drei Bilder zu zeichnen. Euer Name muss auf der Seite stehen. Los.

- Start a timer and give them 7 minutes to draw the pictures.

Independent Practice (10 minutes)

- Attention signal.
- Do an INSIDE/OUTSIDE CIRCLE to have the students read their migration pages to a partner (To do an inside/outside circle you will have the students make 2 circles, one inside the other. The two circles will face each other. Students will talk to the students in the other circle that they are facing).
- Use the modeling cycle to show students how to read their Migration page of the *Animals in Winter* book with a partner.

Use the modeling cycle:

Teacher Does with Student:

T: "I need a student to come help me. Let's pretend we're in our INSIDE/OUTSIDE CIRCLE and you are my partner. You read your book to me and I will sign my initials on the back to show you read it." Ich brauche einen Schüler, der mir hilft. Lass uns so tun, als wären wir in unserem innen/außen Kreis und du bist mein Partner. Du wirst mir dein Buch vorlesen und ich werde meine Initialen drauf schreiben, um zu zeigen, dass du es gelesen hast.

S: Student reads the book to the teacher.

- Teacher initials the page for the student.

Two Students Do:

T: “ Now I need two students to come up and show us what to do. Let’s pretend these two are partners during INSIDE/OUTSIDE CIRCLE. They will read their books to each other and sign their initials on the back. **Jetzt möchte ich, dass zwei Schüler nach vorne kommen und uns zeigen, wie man das macht. Lasst uns so tun, als ob diese zwei Partner während des innen/außen Kreises sind. Sie werden sich ihre Bücher gegenseitig vorlesen und die Initialen hinten drauf schreiben.**

S: *Two students demonstrate taking turns reading their books and initialing the partner’s book.*

All Students Practice:

T: “It’s time to get in to our INSIDE/OUTSIDE CIRCLE. “ **Wir müssen jetzt in unseren innen/außen Kreis gehen.**

- Split the class into two groups. Have each group form a circle. Ask one circle to now turn around facing outward in their circle. Ask the other circle to walk over and sit in a circle facing those students. This forms two circles. One is inside with students facing out. The other outside circle has students facing inward. Help anyone who cannot find their partner or participate in the circle if you have an odd number.

T: "Begin reading to your partner." *Beginnt damit, eurem Partner vorzulesen.*

S: Students read to their partners.

T: "Stop, put your initials on your partners paper. Now the inner circle will migrate and move one student to the right." *Schreibt eure Initialen auf das Blatt eures Partners. Jetzt wird der innere Kreis migrieren und einen Schüler nach rechts verschieben.* Help students who may not understand how to move. Remind the outer circle that they stay right where they are.

T: "You have a new partner now. Begin reading to your new partner and initial their page." *Ihr habt jetzt einen neuen Partner. Fangt damit an, eurem neuen Partner vorzulesen und seine Seite mit Initialen zu versehen.*

- Continue having students read and "migrate" around the circle until time is up.
- Walk around the room to observe how the students read to a partner. Remind them to initial their partner's book.

Closing: (5 minutes)

- Attention signal. Gather the students together.
- Have students demonstrate the migration of whales, birds and butterflies.

T: "Show me a whale." *Zeigt mir einen Wal.*

S: will demonstrate the migration of a whale.

T: "Show me a bird." *Zeigt mir einen Vogel.*

S: will demonstrate the migration of a bird.

T: "Show me a butterfly." *Zeigt mir einen Schmetterling.*

S: will demonstrate the migration of a butterfly.

T: "Awesome job. You all know the migration of a whale, bird and butterfly. I am going to collect all of your papers and make it in to a class book that you can read any time!" *Gut gemacht. Ihr kennt alle die Migration eines Wales, Vogels und Schmetterlings. Ich werde alle eure Arbeitsblätter einsammeln und sie zu einem Klassenbuch zusammenfassen, das ihr jederzeit lesen könnt.*

Assessment:

Booklet: Migration page of *What do animals do in the in Winter?*

Name_____

Tiere im Winter: Migration

Einige Vögel migrieren in wärmere Gebiete.

Einige Schmetterlinge migrieren in wärmere Gebiete.

Einige Wale migrieren in wärmere Gebiete.