LAVERNE, the Runway Stowaway

by Judy McSweeney illustrated by Sharon Gonzales

SCIENCE LESSON PLAN
Kindergarten through Third Grade
Habitat, Life Cycle and Anatomy of the Least Tern 
LESSON PLAN

Special Area: Integrating Literature Across the Curriculum 
Grade Level: Kindergarten (Habitat, Personification, Anatomy, Transportation); First Grade (Habitat, Food Sources, Anatomy, Research, Transportation); Second Grade (Life Cycle, Anatomy, Transportation); Third Grade (Environmental, Anatomy, Transportation)

Written by: Michelle McGowan, San Diego County Regional Airport Authority

Objective: To reinforce California State Standards in Life Science for grades Kindergarten through Third Grade.

Length on Lesson Plan: 1.5 hours

Recourse: Laverne, the Runway Stowaway, written by Judy McSweeney and illustrated by Sharon Gonzales

I. ABSTRACT
Science comes alive when it is tied to literature and art. The use of fictional characters and personification of the animals in this story will help to engage the students' interest while reinforcing California State Standards in Science (see pages 3 and 4 a list of Standards addressed in this lesson plan).

II. LESSON PLAN

Concept Objectives
1. Students will understand the grade appropriate concepts (see list of concepts listed under Grade Level at the top of this page)
2. Living things and their environment, anatomy and why we need to help preserve them.

B. Skills Objectives
1. Students will be able to define habitats, life cycles, and personification
2. Students will use the fictional literature Laverne, the Runway Stowaway as resource

C. Key Vocabulary

D. Procedure and Activities
1. Explain to the students that you will be reading a story about animals that have been given human qualities (personification)
2. Ask the students to pay particularly close attention to the grade level objectives and grade appropriate vocabulary
3. Create a list of grade appropriate vocabulary word on the white board
4. Read Laverne, the Runway Stowaway to the students
5. Discuss the grade appropriate objectives with students
6. Use enclosed coloring pages to reinforce grade appropriate objectives
KINDERGARTEN

Life Science

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
   a. Students know stories sometimes give plants and animals attributes they do not really have.
   b. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

FIRST GRADE

Life Science

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
   a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
   b. Students know both plants and animals need water, animals need food, and plants need light.
   c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
   d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

Investigation and Experimentation

4. a. Draw pictures that portray some features of the thing being described.
SECONd GRADE
Life Sciences

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
   a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
   b. Students know the sequential stages of life cycles are different animals, such as butterflies, frogs, and mice.

THIRD GRADE
Life Science

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
   a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
   b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
   c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
   d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
   e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.