

Lesson Plan Idea Format

Grade Level & Subject Area: 3rd Grade, Science

Standards/Framework (State Standards, Content Standards, InTASC Standards)

Arkansas Department of Education State Standards, **3-LS4-2:** Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):

Life Science/Animals

Time (is this a 1 day 50 minute lesson, 5 day 1 hour lesson, once a week over a month lesson....):

1 day, class discussion for 20 minutes, research for around 20-25 minutes, Inspiration tutorial 5 minutes, then make up graphic organizer in about 15 minutes. This lesson overall should be about an hour and five minutes long.

What do the students already know? (This could be the Intro or they have learned information before starting this lesson):

The students already know important information involving well-known species such as dogs, cats, big cats, bears, birds, dinosaurs, etc. They know important differences between animals in each species, like lions and tigers. They know simple background knowledge but this is technically the introduction to this standard.

Objective (What are the students' going to accomplish):

When I am done with this standard, my students will be able to explain how different characteristics of very similar animals in the same species cause these animals to adapt to life and affect their living as a whole compared to the other.

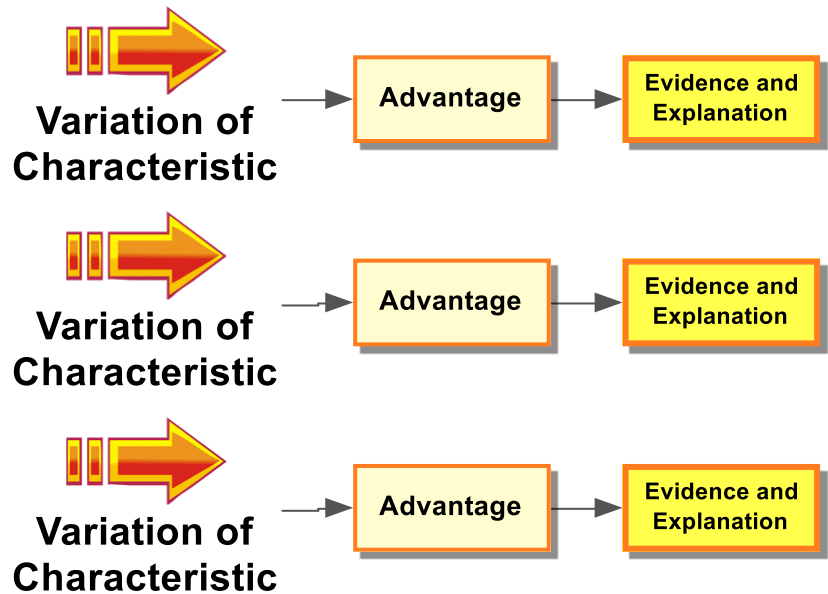
Materials:

Each student will need their background knowledge, a PC, internet access, research skills, a piece of paper and something to write with for notes during the discussion and tutorial, Inspiration, activity instructions, and possibly some informative library books.

Procedure:

1. Have a class discussion on what the terms species, character trait, advantage, disadvantage, and variation means.
2. Have my students come up with two animals in the same species to have the discussion on.
3. Create a Venn Diagram on the board to compare and contrast character traits of these two animals and discuss.
4. Explain that each student is going to come up with two animals in the same species and research the variation of characteristics that each one has compared to the other, then put it in the graphic organizer template on Inspirations.
5. Go through the entire Inspirations process with the class on the smartboard and show them step by step what to do to make a graphic organizer.
6. Have my students research the animals of their choice with websites on the internet, articles, and library books and organize their thoughts onto paper before they put anything in the computer.

7. Once they are done with researching the information and have an idea of what they are going to say, they will start on Inspirations and their graphic organizer.



8. Once their graphic organizer is complete, they will write a summary of what they found and the reasoning and personally explain to me what they completed.

Assessment (How will the students' show you that the objective has been met):

I will have them summarize up their graphic they made in a few sentences and then explain it to me in their own words to see if they truly have grasped the concept.

(Note: the assessment does not have to be a paper and pencil test)

A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:

This lesson is focused on learning the differences between the animals in the same species and learn a “cause and effect” organizer to get the students’ thoughts together. The students will discuss with me and their peers and feed off each other’s thoughts to create different educated responses. The students will also further their research and internet skills during this lesson. We will begin with a group lesson, then move to individual work to research and further their thoughts. After the graphic organizer is finished, the student will summarize and write 2-3 paragraphs on what they found and came up with during this lesson and have a one-on-one discussion with me so I can correctly assess the progress and success of this lesson.

(I should be able to see and understand your entire lesson by reading this. Remember, Technology is not the lesson. It enhances the lesson)