

The Five Habitats

Lesson Title/#: Habitats and Their Animals

Grade Level: 3rd Grade

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>Learning the five habitats, and what type of animals you can find in the habitat</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies¹ What are the specific learning goal(s) for students in this lesson?</p>	<ul style="list-style-type: none"> • Students will be able to name and describe the five habitats, and the animals that you can find in each habitat. • This lesson is a prerequisite for learning why specific animals can and cannot survive in habitats. We will discuss later the characteristics of the animals that live in each.
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<ul style="list-style-type: none"> • Students must know some information about types of animals that live in certain climates. • Students must know some characteristics of the habitats, and how to distinguish the differences

¹ The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 5 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<ul style="list-style-type: none"> ● Students will be given the definition of a habitat. <ul style="list-style-type: none"> ○ Habitat: the natural home or environment of an animal, plant, or other organism. ● Students will be asked leading questions about any prior knowledge of habitats and the kinds of habitats/animals that live in certain types.
<p>Instruction 30 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<ul style="list-style-type: none"> ● As a class, we will discuss the five habitats and their definitions ● As a class, we will fill in the slide show for the five habitats and their animals. ● Students will be asked about each type of habitat, characteristics of each habitat, types of animals that live in each habitat ● As a class, we will fill the information into the slideshow, find pictures to correspond with each animal decided by the students

<p>and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application 10 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<ul style="list-style-type: none"> ● At the end of the lesson, students will be required to complete the Google Form over the Five Habitats to ensure that they have grasped the concept. ● We will then form pod groups and discuss the habitats again. They will be able to discuss more information that they know to be true regarding habitats.

<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>Ask the students if they have any questions regarding the five habitats</p> <p>Remind students to read the chapter in the book regarding habitats, and introduce them to the idea of understanding why certain animals can live in the habitats that they do.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<ul style="list-style-type: none"> ● All work for this lesson is in a group/whole class atmosphere, aside from assessment. ● As a whole, we will fill out the slideshow ● As a group, we will discuss the habitats ● As an individual, we will take an assessment

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Teacher: Smartboard, Slideshow on google, Assessment for slideshow on google, access to computer</p> <p>Student: Computer for assessment</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

<p>Type of assessment (Informal or Formal)</p>	<p>Description of assessment</p>	<p>Modifications to the assessment so that all students could demonstrate their learning.</p>	<p>Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?</p>

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

[Assessment](#)