

Lesson Plan Template

Date: _____

<p>7</p>	<p>- Understanding of their schema</p> <p>Explain: (teacher-led)</p> <ul style="list-style-type: none">- Class will be on the carpet as large group <p>“Boys and girls I have a challenge for you, How do animal use their habitat to survive? If they lived in a forest habitat how would they use their surroundings to survive? Can a fish live in a forest habitat? Can a bear live in an Ocean habitat? What elements can you find in these specific habitat that allow they animals to live there?”</p> <ul style="list-style-type: none">• I will guide their learning to understand that not all animals require the same thing and not all habitats look the same. Animals require different things in order to live and that is why they live in the habitat• There will be turn and talks allowing student to discuss ideas and hear from others to get thoughts flowing and grow engagement <p>(Driving Question) What do animals need in their habitat in order to survive?</p> <ul style="list-style-type: none">- food—carnivorous (eats meat), including fish, birds, reptiles, and mammals (do all animals eat the same food?)- shelter from weather and predators—have camouflage and can submerge for long periods of time- water—provided by diet and from freshwater sources- a place to raise young—female prepares and guards a nest until the young hatch and are released <p>I DO:</p> <p>“Boys and girls I have here with me an animal habitat that I made? Can you guys guess what type of habitat it is based off of the surroundings? The animal I chose was a sand snake, it lives in a desert habitat. I know a desert habitat is hot and has sand, I also know it does not have a lot of plants. If you look here I have created its habits.”</p> <ul style="list-style-type: none">- Who can notice all the details in my habits? How can you tell what kind of habitat? Do I have the elements in my habitat that will allow my animal to survive?- I will have a pre-create habitat as an example and model- It will help guide their learning and can be used as an example for them when they make their habitats
	<p>Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)</p> <p>“My friends we are going to get the chance to create our very own habitats. To do this we need our very best listening ears because there are really important steps to follow”</p> <p>WE DO: At this point I will explain the activity.</p> <ul style="list-style-type: none">- Class you will be creating your own habitat- Each of you will get to choose an animal and its habitat, you will need to draw and color your habitat- We will put it on these plates- The plate will be broken up into three section 1. The bottom will be the ground 2. There will be one side of the sky 3. There will be the second part of the sky- I will ask the student to sit quietly for further instructions when they are sitting quietly I will call them one by one to grab a plate and find their seat- When they have their plate they need to put their name on the back of the plate and give me a thumbs up- We will than mark the front plate marking the ground and sky so the kids know which part to color so when we fold the plate to stand up it looks like a landscape- Once we complete or plate I will remind friends of what animals we used as examples yesterday and that they thought of the animal they wanted to do- I will also them to think quietly in their mind to chose and animal or plant that they wish to use, and give me a thumbs up when they have one <p>YOU DO:</p> <ul style="list-style-type: none">- Then I will ask them to think what does your animals habitat look like, what kind of surrounds are there going to be? What will your animal need to survive? What habitat is your animal in? Ocean? Forest? Is it hot or cold? Dry or wet? When you know what your animals habitat looks like five me a thumbs up- Once I see all of my friends with their thumbs up I will let them begin <p>Alright my friends you have thought of your habitat and your animal now it is time to color. Are you going to scribble? Are we going to do our very best job? If you have a question you know what you need to do please no blurts. Also remember if I am working with a friend is it a good time to talk to me? What should we do instead? Give me a thumbs up of you understand? Thumbs sideways if you</p>

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	<p>kind of understand and thumbs down if you do not understand at all. When you get done with your with habitat raise your hand so I can check it and we will fold it together. You may begin.”</p> <p>STEP BY STEP INSTRUCTIONS</p> <ol style="list-style-type: none">1. Chose your animal and its habitat2. Color ground and the sky (add detail)3. Do your best job4. When finished raise your hand
	<p>Closure (wrap up and transition to next activity): “Boys and girls think how did your habitat best suit your animal you chose? What did your habitat have in it that allowed that animal to live their?” “Turn to your friends and share please using whispering voices” If we have time we will do a gallery walk, allowing student to see everyone work I will let friends have three share outs of what they like about others habitats</p>
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection) <p>I will assesses student participation and understanding by asking them to raise their thumbs I will also assess student by observing them and their responses to the class discussion</p>	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>I will use students habitat structures as a summative assessment</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I really enjoyed this lesson. The students where able to draw on connections with their owns lives and made the observations that each animals habitat is unique depending on its needs. From our discussions and listening to their turn an talks it was evident they were following the material. For changes I would add more visuals into my lesson. This would have taken the lesson so much further, and it would have helped the students visualize and create a mental image of different habitats. What went well was the activity. The kids really did a good job with this. They took their time and made sure they were adding detail. When I would ask them explain to me what they were doing and habitat they were building they were able to give me the answer that flowed with the material we were discussing.</p>	

