Grade: 3rd		Subject: Science	
Materials: Pencils		Technology Needed: Smart Board	
Instructional Strategies: Direct instruction Guided practice Socratic Seminar Learning Centers Lecture Technology integration Other (list)	Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling	Guided Practices and Concrete A Large group activity Independent activity Pairing/collaboration Simulations/Scenarios Other (list) Explain:	Application: Hands-on Technology integration Imitation/Repeat/Mimic
Standard(s) LS4.C: Adaptation -Adaptation for any environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.		Differentiation Below Proficiency: Students who are below proficiency will have the opportunity to have a modified worksheet to give that student hints, or if they would rather have research tool such as a book or computer, they can use that as well.	
Objective(s) By the end of the lesson students will associate the needs of a specific animal to the correlating environment. Bloom's Taxonomy Cognitive Level: Understanding		 Above Proficiency: Students who are above proficiency may elaborate on why this particular animal would thrive off the certain aspects from the environment that they have listed. Approaching/Emerging Proficiency: Students who are emerging proficiency will complete the assignment regularly with the help of a few hints if they need but do not get the privilege of a research tool. Modalities/Learning Preferences: Visual: For students who learn visually the findings will be written on the board as well as on their own sheets. Auditory: Students who learn audibly will be able to retain the information through discussing the findings. Kinesthetic: Students who learn kinesthetically will be able to move around the classroom to the respected corners. Tactile: Students who learn through touch will be able to learn through writing on their sheets as well as on the board. 	
Classroom Management- (g etc.)	rouping(s), movement/transitions,	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
To start the lesson the students will sit at their table seats and decide which corner of the room they will go to depending on the animal. They will then go to that corner and complete the worksheet together. Once they are done, we will come together as a whole group and discuss the findings as well as write them on the board. After we elaborated on the jungle environment the students will return back to their sheets in the corners and add more things that they learned, as well as the new worksheet about what they would need to survive in this environment.			on only safe activities and safe to le in and outside of the classroom. teacher and the directions given. rticipate in class and in their e all their effort in classwork. en while someone else is talking

		The students are expected to raise their hand when they want give input such as a question, comment, or concern.
Minutes	Procedures	
45	Set-up/Prep:	
	Engage: (opening activity/ anticipatory Set – access	prior learning / stimulate interest /generate questions, etc.)
5	about which corner of the room you want to go to an room." *Wait 30 seconds* "Once you get to the corner you and your classmates *Students walk to the corners* *Students discuss amongst each other to find the cor these animals thrive* *I walk around the room ensuring each student/grou "Once you are finished with your discussion you may	rect environment as well as aspects of the environments that help p is on task and answer any questions if needed* sit quietly and wait for all groups to finish up." iilla, what did you choose as the best environment for this animal to tan, what did you find?"
10	animals live in the jungle and how the jungle provide: "As I pass out this sheet start thinking about what the need you will realize that the jungle gives all of this to another." "So, who can tell me some needs of these animals?" *Write answers on the board* "Miss Richter these animals need food." "They need shelter and protection." "The animals need water." "Awesome, can anyone think of anything else." "The animals need enough of their species so they ca "They need enough land to live on." "Perfect, so let's transfer this to your sheets. What he "Jungle." "Write that in the top box." "Now I want you to write down all the things I wrote "Okay" "Are there any questions?" "How do we feel about this thumbs up for good, or the	ese animals need to survive. Once you decide what these animals of them and that is why they thrive in this habitat and do not live in a reproduce." abitat are we talking about?" on the board on the blanks, so you have it too?"
_ 	Explore: (independent, concreate practice/application experiences, reflective questions- probing or clarifying probing or clarifying experiences.)	on with relevant learning task -connections from content to real-life ng questions)

5 "Now that you know what the animals need in order to survive in the jungle, I want you to start brainstorming what you would need to survive in the jungle. Think about everything tools, clothing, food, shelter, protection, etc." "What are the top five items you would bring with you to camp in the jungle?" "Make a list of the items and we will determine the best five things to bring that you can come up with. You can write it on the back of the sheet we just filled out." *Give them three minutes to think and determine what items* *Have the students write answers on the board* *Star the best choices as a class* Review (wrap up and transition to next activity): 1 "Now you guys will all be able to survive in the jungle, and we can use the knowledge we learned today and transfer it to future habitats we learn about." Formative Assessment: (linked to objectives) Summative Assessment (linked back to objectives) Progress monitoring throughout lesson- clarifying questions, End of lesson: checkin strategies, etc. Exit Slip: Name another animal that lives in the jungle. Thumbs up or thumbs down. If applicable- overall unit, chapter, concept, etc.: Consideration for Back-up Plan: Matching of animals to their specific environments. Clear up their confusion by either elaborating deeper or giving more examples.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

My science lesson is the lesson that was observed by Mr. Currie. The topic I focused on was habitats, so I first engaged my students by having four pictures of animals in the corners of the room. I had them pick an animal to go to discuss the habitat that animal lives in as well as their needs and how this habitat provides for them. After this we came together as a class to discuss the needs together; finally, the students had to decide what they would bring with them in order to survive in the habitat.

The lesson went very well, the students were highly engaged and participated fully. A couple things I suggested for myself was to not get so caught up in how I wanted them to answer as well as not spoon feeding as much in getting them to answer how I want. A couple things Mr. Currie suggested was that I make sure to hit all groups while they are discussing as wells as relate it back to their lives more, not just the survival part but bring in how it may compare to North Dakota, what that would look like.









Habitat:



Needs of Animals/Items the Jungle Provides for These Animals.

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