

A Natural Habitat

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VITAL INFORMATION

Total Number of Students	25
Area(s) Students Live In	
Free/Reduced Lunch	
Ethnicity of Students	
English Language Learners	
Students with Special Needs	5 students with IEPs
Subject(s)	Science
Topic or Unit of Study	Life Science - Ecosystems and Habitats
Grade/Level	Grade 3
Comments	

KEY CONCEPTS & STANDARDS

Big Idea & Essential Questions	What is a <i>natural</i> habitat? Is this different from what we know about habitats?
Learning Outcome(s)	Students will activate background knowledge from their previous learnings about habitats. They will then understand how to elaborate on what a <i>natural</i> habitat is and what a natural habitat looks like for any specific organism - including themselves.
Summary	
Standards	CA- California K-12 Academic Content Standards Subject: Science Grade: Grade Three Area: Life Sciences Sub-Strand 3: Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: Standard b: Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
Comments	This is an anchor lesson that will proceed into further lessons to meet the standard above.

ASSESSMENTS

Assessment/Rubrics	KWL charts will be collected, as well as student-made cover pages
Comments	

MATERIALS AND RESOURCES

Instructional Materials & Technology (handouts, etc.)	<i>Violet Mackerel's Natural Habitat</i> novel by Anna Branford KWL Charts ELMO projector pre-made handout for student cover pages coloring materials
Comments	

IMPLEMENTATION

Sequence of Activities	<ol style="list-style-type: none">1. First introduce students to the novel <i>Violet Mackerel's Natural Habitat</i>. What does the phrase "natural habitat" mean? How is the phrase normally used? Where have you heard it? Most students know what a habitat is. Distribute Know/Want to Know/Learned (KWL) Charts.2. On the ELMO projector, display the same KWL chart and record student responses. Students may copy down the
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same responses that I have written on the ELMO. They may also write down their own responses on the columns. One student from each table group will share one or more responses for the "Know" column.

3. Move on to the "Want to Know" column. What do we want to know about natural habitats? Provide an example if needed to help guide students' thinking. For example, "What makes a habitat 'natural'?" Record any responses students will provide. (Ideally one from each table group.)

4. Read the first chapter of *Violet Mackerel*. At the end of the chapter, open the discussion to what the class now thinks what a "natural" habitat is. Fill in the last column of the KWL chart with student responses. This is still displayed on the ELMO projector.

5. Introduce the next activity. Students will be illustrating their own cover pages. Place cover of the book on the ELMO projector for reference. Explain to students that they will be drawing what their natural habitats look like. They can draw themselves in it, whatever it may look like. Expected illustrations and responses would be that students will draw places like their rooms or any other places in their homes that they spend the most time in. Students must think about where they live in "naturally." Distribute paper for cover pages.

*Continuing to read the story while students are working on their illustrations can be done too.

Grouping Strategies

Students are already arranged in assigned table groups. All students will be working on their own assignments independently.

Differentiated Instruction

KWL chart - GLAD strategy that helps all students activate background knowledge and then connect it to new understandings. Students will also be utilizing their visual skills to illustrate what they understand about natural habitats and what that would look like for them.

Comments

REFLECTIONS

Prior to Lesson

Post-Lesson

Comments
