

# What Bear Goes Where?

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## VITAL INFORMATION

<b>Total Number of Students</b>	25 - 14 Male, 11 Female
<b>Area(s) Students Live In</b>	Suburban and Rural
<b>Free/Reduced Lunch</b>	
<b>Ethnicity of Students</b>	2 - African American/Black 23 - White
<b>English Language Learners</b>	All students are fluent English speakers.
<b>Students with Special Needs</b>	Five students with IEPS: 3 - Other Health Impairment (ADHD) 1 - Specific Learning Disability 1 - Speech and Language Impairment
<b>Subject(s)</b>	Science
<b>Topic or Unit of Study</b>	Life Science - Ecosystems and Habitats - What makes a habitat a habitat? How do certain animals adapt to their habitats?
<b>Grade/Level</b>	Grade 3
<b>Comments</b>	

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## KEY CONCEPTS & STANDARDS

<b>Big Idea &amp; Essential Questions</b>	In this unit, students are discovering and learning about the planet's diverse ecosystems. While discovering these ecosystems, students are also learning about each of these ecosystem's life forms and how they adapt to the environments they live in.
<b>Learning Outcome(s)</b>	Students will identify three species of bears and their habitats, and generalize that animals have adapted in order to live where they do.
<b>Summary</b>	
<b>Standards</b>	<b>CA- California K-12 Academic Content Standards</b> <b>Subject:</b> Science <b>Grade:</b> Grade Three <b>Area:</b> Life Sciences <b>Sub-Strand 3:</b> Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: <b>Standard b:</b> Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
<b>Comments</b>	Along with learning about different characteristics of some ecosystems and biomes, students will also learn about the ways how various life forms adapt to the environments they live in.

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## ASSESSMENTS

<b>Assessment/Rubrics</b>	Completed posters and KWL charts will be used for a summative assessment on how much students have learned by the end of the lesson. On the KWL charts, assess to see which students have filled in the columns with their own responses and see which students have opted to copy down responses from the teacher-copy. I will assess to see which students are becoming more familiar with the process and function of the KWL chart and who can do this more independently.  On the final posters, students should have the following pictures pasted or drawn in the following categories:  Grizzly bear - trees, grassy meadows, and rocks  Polar bear - blocks of ice, snow, fish, and seals  Black bear - forest trees, bushes, nuts, fruits, and berries  Progress-monitoring assessment will be conducted informally throughout the lesson from student responses during think-pair-shares and the responses shared to the whole class while filling out the KWL chart.
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**Comments**

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**MATERIALS AND RESOURCES**

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**Instructional Materials & Technology (handouts, etc.)**

The following handouts:

- KWL Charts
- Bear Species info
- Pictures for cutting out

Pictures of the three different bear species

Pencils

Scissors

Glue

Coloring materials - crayons or colored pencils

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**Comments**

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**IMPLEMENTATION**

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**Sequence of Activities**

1. Distribute KWL charts. Show the students pictures of the three different species of bears that will be discussed in the lesson. Name the three bears. What do they already know about polar bears, grizzly bears, and black bears? Have students do a think-pair-share on what they already know about these bears. Give them about a minute or two. Then ask students to discuss the similarities and differences between the bears. They will continue talking about this with their partners.
2. After students complete their think-pair-share, ask students for some responses they would like to share with the class. Copy down responses onto the K column of the KWL chart. Students may copy down along with you as it is displayed on the ELMO projector but they also have the option to write down their own responses on the column. \*Let students know they can do this too.
3. Move onto the W column. What would students like to know and learn about these three different species of bears? What questions do they still have? Copy down responses while still displaying the chart on the ELMO projector. Students may copy along with you or put down their own responses onto the column.
4. Put the pictures (or slideshow of pictures) of the bears back up on the projector. Ask the students to imagine the place where each bear lives. Have them do another think-pair-share to talk about the similarities and differences of these regions. Another think-pair-share topic: ask the students to think about how each bear looks and whether its features help it to live where it lives. Talk about the different adaptations of each of the bear species.
5. Students may share responses to the whole class. Some students may also have new questions and will choose to write down these questions in the W column. Encourage them to do so. Distribute the bear information sheets, one for each student. Select one table group to do a choral reading of one of the bears on the sheet. All students must follow along. Select another table group to do another choral reading of another one of the bears. Read about all of the bears.  
  
\*As students are reading the information, keep a copy of the handout on the ELMO projector. Highlight or underline any important information or new learnings that students can also pick up on.
6. Have student volunteers share any new information that they picked up after reading about the bears. Were there any questions from the W column answered? Ask students to think about the ways these bears adapt to the environments they live in and what characteristics of each of these bears help them live in the habitats they live in. Provide examples or "think alouds" to help guide students' thinking if there are a lack of responses to this. Copy down any student responses on the L column. Students may copy down your responses or they can fill out the L column on their own. Encourage them to fill out the L column on their own as they can refer to their information pages and the teacher-copy of the information page on the ELMO projector. (switch this out with the chart)  
  
\*To encourage students to fill the columns on their own, you may have them copy down one of the responses you record on the ELMO projector but then have students fill out the rest with their own new learnings.
7. Have students hold onto the KWL charts. Distribute large sheets of paper. Pre-fold these sheets of paper into three columns before distributing them. Students will be working on their table groups to create a three-panel poster displaying the habitats in which these bears live in. Then distribute the handouts with pictures students can cut out.
8. Have students draw and cut out elements of the habitat of each of the bears. One bear for each panel. Then glue these elements around the picture of their bear. Make sure that examples of all major habitat needs are included: food, water, shelter, and space in which to live. \*Remind students of this and the previous discussions about habitats.
9. Display the finished posters, and ask the students what they have learned about bears and where bears live. Discuss how each environment has characteristic life forms that have adapted to its climate, kinds of available food, and other factors. Emphasize that all animals are adapted to survive in their environment.

**Grouping Strategies**

Students are arranged in assigned table groups. Each table group has 4 to 5 students. Each group is arranged heterogeneously.

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**Differentiated Instruction**

Students are arranged in table groups with mixed abilities. Struggling students can receive peer help from students with higher abilities. These students will also have full access to the materials presented to them as they will also be participating with their table groups collaboratively and must share their own opinions and input. Students who are struggling or who are more shy will receive closer teacher-attention and support. They will be approached with probing questions to help spark their thinking which would then turn into input they can share with their table mates.

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**Comments**

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## REFLECTIONS

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**Prior to Lesson**

**Post-Lesson**

**Comments**

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