

ED 345 Calvin College Lesson Planning Form

Teacher: Kelsey Stark

Date: Fri Sept 25

Subject/ Topic/ Theme: Bird Habitats

<p>I. Objectives</p> <p>What is the main focus of this lesson? The main focus of this lesson is the five essential parts of an animal habitat: food, water, shelter, air, and space. We will also focus on how these essential needs connect to birds specifically.</p> <p>How does this lesson tie in to a unit plan? (If applicable.) This is the second lesson plan in my "New Mexico Birds" unit. This unit will introduce students to what birds need in order to survive, including the five essential parts of an animal habitat.</p> <p>What are your objectives for this lesson? (As many as needed.) Indicate connections to applicable national or state standards. If an objective applies to only certain students write the name(s) of the student(s) to whom it applies.</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> -list the five necessary parts of a habitat (food, water, shelter, air, space) -design a plan to create a bird habitat outside classroom <p><u>3-LS4-3.</u> 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>
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<p>II. Before you start</p>	
<p>Prerequisite knowledge and skills.</p>	<p>Basic understanding of birds, including anatomy and adaptations. Knowledge of the necessity of survival for all living things. Basic understanding of the word habitat</p>
<p>Assessment (formative and summative)</p>	<p>Formative: Questioning and observation will be used to gauge student understanding during the habitat inquiry, formal introduction of a habitat, and the student's habitat plan for outside.</p> <p>Summative: At the end of the lesson, the students will be asked to write a scientist conclusion statement about what they learned about what is necessary in a bird habitat. This will help the teacher gauge the students' knowledge growth.</p>

Universal Design for Learning Networks/Domains (see UDL Guidelines)

RECOGNITION	STRATEGIC	AFFECTIVE
Multiple Means of Representation	Multiple Means of Expression (Action)	Multiple Means of Engagement
<p><i>Options for Perception</i></p> <p>A microphone will be used during the lesson as an aid for students' with hearing difficulties.</p>	<p><i>Options for action/interaction</i></p>	<p><i>Options for recruiting interest</i></p>
<p><i>Options for Language/Symbols</i></p>	<p><i>Options for Expression</i></p> <p>After the teacher introduces the five essential parts of a habitat, she will make a visual "checklist" for students to reference.</p>	<p><i>Options for Sustaining Effort & Persistence</i></p> <p>Students will work in collaborative groups during the small group inquiry portion of this lesson in order to sustain their interest and effort.</p>

<i>Options for Comprehension</i>	<i>Options for Executive Function</i>	<i>Options for Self Regulation</i>
Materials-what materials (books, handouts, etc) do you need for this lesson and do you have them?	Cow, horse, dog, and frog animals cut on paper. Poster paper - for student use Markers/coloring supplies Five parts of habitat visual Bird habitat design template (showing trees, bushes, and other plant life students will be designing their bird habitat in and around.) Scientist Journal Day Three PowerPoint with phrases to use when working in a group Bird habitat investigation page Document Camera Bird habitat materials ready to show students. (bird boxes, bird feeders, bird baths, etc.)	
Do you need to set up your classroom in any special way for this lesson? If so, describe it.	The classroom will be set up in its normal fashion. The students will work at their table groups during small group inquiry time. During the formal introduction of a habitat, the students will be at their seats as the teacher and other students share at the whiteboard. At the end of the lesson, when the students are outside, there will be clear boundaries set on where they are and aren't allowed to be.	

III. The Plan		
Time	Parts	The description of (script for) the lesson, wherein you describe teacher activities and student activities
5min	Motivation (Opening/ Introduction/ Engagement)	<ul style="list-style-type: none"> -The teacher will welcome the students to day three of their New Mexico bird unit, and will tell the students to get out their scientist journals so they can find out what questions they will be investigating today. -The teacher will have the students turn to day three in their scientist journals and will ask a student volunteer to read the first question they will be investigating. The teacher will explain the questions in another way for students. -The teacher will continue having students read the questions, and then explain them out loud, until they are all read.

<p>20min habitat plan and sharing</p>		<ul style="list-style-type: none"> -The teacher will tell the students that for their habitat investigation they will start out working in their table groups. For their investigation, they will each be given a white sheet of paper. On this white sheet of paper they will need to design the perfect environment for the animal they are given. This habitat must have the things the animal needs to survive. -The teacher will explain that groups who are working well together will use phrases like the ones on the board. (Project phrases to use when working in a group.) -The teacher will ask if there are any questions. -The teacher will pass out each group's assigned animal. -The students will work and the teacher will check habitat plans as necessary. -The students will be given a five-minute warning. -The teacher will ask each student group to share the habitat they created in front of the class.
<p>Five parts: 10min</p>	<p>Development</p>	<ul style="list-style-type: none"> -The teacher will then ask the students what all of these habitats had in common? What did you need to put in the environment in order to help your animal live? -The teacher will make a list on the board of what is similar between all of the habitats. -The students should come up with: food, water, and shelter on their own. The teacher will make sure that students understand that family, babies, and friends are not necessary for animals to survive in day-to-day life and these will not be included. -If the students do not come up with these on their own, the teacher will prompt the students to include space and air by asking: "What will the animals breathe?" "Could the animals survive in this much space? How about this much? Why?" -The teacher will then introduce the five necessary parts of any habitat. Food, water, shelter, air, space. by showing the students the "Five Essential Parts of a Habitat" visual. -The teacher will ask students for suggestions for a motion to help them remember each part.
<p>Outside inquiry: 15min</p>		<ul style="list-style-type: none"> -The teacher will tell the students that you have not noticed many birds outside your classroom window. Tell them that in partners they will be investigating what is missing from the area outside of our window that is keeping birds from making their habitat there. -Show the students the "bird habitat investigation" page, and model what the students might write for each section. -Assign partners for each student, handing them a clipboard and investigation page. -Tell the students that they will be allowed to go outside during this investigation and will be working in partners to finish it. They will be given ten minutes. -Line students up at the door and head outside to investigate! -Give students a five-minute warning, and then head back inside.
<p>Bird Habitat plan: 15min</p>		<ul style="list-style-type: none"> -Ask the students to raise their hand if they have a suggestion for what essential parts of a habitat are missing from their area outside. -Once through all of the essential components, ask students for examples of what "shelter," "food," and "water" they might provide? -Compile suggestions. -Next, explain to the students that they got a donor's choose project funded that will allow them to have all of the materials for their bird habitat. Share with them one by one the materials you got funded that will fit each of the five components for the perfect bird habitat. -Tell the students that as a class you will be building and putting out these materials on Monday, so in order to prepare we need to, as a class, choose where we will place all of these materials once they are created. -Show the students the bird habitat design template. Give each table group and item, asking them to talk together quietly about where they would want to place that item in the bird habitat. -As a whole group, ask for their suggestions and place the items in their suggested positions. -Continue giving all of the table groups items to place in the habitat until all of the materials are placed onto the design plan. -Tell the students that you will be taking a picture of this plan for their records so that on Monday they can use it to help them as a they design their bird habitat!

<p>5min</p> <p>Total: About 1hour 15min</p>	<p>Closure</p>	<ul style="list-style-type: none">-The teacher will ask the students to return to their seats and to pull out their scientist journals. The teacher will tell the students to turn to the "Day Three Conclusions" page.-The teacher will explain that after scientists investigate and learn more about a topic, they come up with conclusions, or what they found out to be true.-The teacher will read the day's conclusion questions out loud for the students, explaining that they must work on these questions individually and that they must answer in complete sentences. When they are done they will be told to draw a picture to go along with their answers.-The teacher will also have the students add their investigations pages to their scientist journals.
<p>Your reflection on the lesson including ideas for improvement for next time:</p>		