Living Things Database – 3rd grade, 2nd / 3rd quarters LESSON PLANNER

Strand(s): Science – Life Processes and Living Systems	SOL objectives: Science: 3.4a, 3.4b, 3.5a, 3.5b, 3.5c, 3.6a, 3.6b, 3.6c Technology: 3.3.4, 3.3.5, 6.3, 3.1.11, 3.2.5

1. DESIRED RESULTS

Enduring Understandings (BIG ideas)

Animals have adaptations that are necessary for survival.

Essential Questions	Knowledge and Skills
What are animals' life processes? What do animals need to survive? What adaptations do animals have that help them survive? How does an animal's habitat help or harm the animal?	**Know:** behavioral and physical adaptations of animals, life needs of animals, food chains, characteristics of animal environments **Skills:** research an animal, compare and contrast one animal's life processes and system to another animal's life processes and system
	Social Studies Vocabulary Gathering, storing, shelter, defense, rearing young, hibernation, migration, camouflage, mimicry, instinct, behavior, producer, consumer, decomposer, herbivore, carnivore, omnivore, predator, prey, environment, population, community

2. ASSESSMENT EVIDENCE

Prior knowledge	Ongoing throughout lesson	By the end of the lesson
Examples of animals, their characteristics, and habitats	• Design database • Research animals • Enter information into database • Use database to sort, find, and analyze information	Finish database Compare and contrast the animals

3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

Introduction (hook)	What students are doing	Conclusion
Start by asking a few questions – 1. If you could be an animal, which animal would you be? Where would you live? What would you eat? How would you survive?	Creating the database, researching, and entering findings into the database.	Students share findings about the animals they researched. Out of the animals the students researched, see if the class can make a food chain, a habitat, or a map about all of the animals together.

Accommodations	Materials and Resources
Extra support – Database template, variety of reference materials, teacher and peer guidance **Enrichment or early finishers** – Develop questions and answers about the explorers or questions you would like to ask the explorers. **Various learning styles** – Visual, Linguistic **Limited English proficiency** -- Database template, variety of reference materials, teacher and peer guidance	Computer (classroom or lab) Database guide sheets Reference materials

Related Technology	Literature Connections
Technology: 3.3.4, 3.3.5, 6.3 – Create and use a database to sort and find information; critical thinking skills; 3.5.7, 3.2.5 -- Internet for research; 3.1.11 – Use of peripheral devices to gather information or take pictures of animals that exist in their environment to add to database.	

4.   WRAP-UP (5-10 min)

Assessment	Homework
Evidence of student learning/understanding Completed database Students are able to understand and tell about each animal – name, habitat, diet, adaptations, physical characteristics, picture Students are able to discuss how an animal can survive in its environment.	

5.   TEACHER REFLECTION

- Were my students talking about the animals' survival, or was I doing all of the talking and students were just listening to me?

- Were my students engaged at the beginning of the lesson?

- How much time did I spend reviewing homework, and how much time did I spend on new material?

- Did the students respond to "How" and "Why" questions?

- Did my students have an opportunity to discuss and/or write about the animals' survival?

- What changes would I make next time the lesson is taught?

- What steps do I need to take next in this topic?