**Animal Needs in the Places They Live**

**Name: Justine Van Koevering Time Allotted: 20 Minutes**

**Grade Level: Kindergarten Subject(s): Science**

**Intentional Room Set Up: F**our stations, one in each corner of the room. Students may sit in their desks while we go through the Unnatural Habitats PowerPoint Presentation.

**Materials Required:** *(create a bulleted list, including texts -- books and articles-- using APA format)*

* Animal figurines
  + 25 Total
    - 12 different animals. 3 for each of 4 environments.
* Environment dioramas (desert, tundra, jungle, grasslands)
* Projector and screen or whiteboard
* Unnatural Habitats PowerPoint Presentation
* DreamWorksTV. (2012, June 7). "Car Chase" Clip | MADAGASCAR 3. Retrieved February 10, 2016, from https://www.youtube.com/watch?v=zpHLNPsUY9c
* “Where does my animal live?” worksheets (one for each student)
* Classroom Rules
* Animal Answers images with flaps

**Michigan Content Expectations:**

**K-ESS3-1**

Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**Objective(s): A specific, measurable portion of a GLCE, CCSS, or NGSS (may more clearly state with Bloom’s taxonomy verb) including the level of proficiency.**

* *Objective 1:* The student will use a model to represent the needs of animals in the places they live by visiting an ecosystem with their animal and deciding whether or not their animal could live there, reaching proficiency by earning a 2/3 on the attached rubric.

**Assessment:** Throughout the entire lesson (For-formative and Of-Summative) how do you assess that students are progressing towards or have mastered EACH objective? *(Formally- tests, quizzes, worksheets, rubric based projects or performances/Informally – observations, conversations).* Make sure to include necessary rubrics and/or scoring guides and answer keys. **Data & Intervention:** What data could you generate? What specific plan do you have in place including resources if a student/or multiple students have/have not met the minimum level of proficiency on the interim or summative assessment? *Please cross-reference where the assessment occurs with the component below (i.e. formative conversation about the objectives/topic during the anticipatory set; 10-question, summative, whiteboard quiz after independent practice, before closure).*

* Objective 1 Informal Formative Assessment:

While we go through the Unnatural Habitats PowerPoint Presentation, the teacher will be looking for an understanding of where animals live and why they live there. The teacher will judge how well the students understand why animals live where they live based off of how they respond to the images in the PowerPoint of the animals living in the incorrect environment.

* Objective 1 Formal Formative Assessment: Environment Identification with Others

Each student will be given one of 12 animals. There will be four stations set up around the room. They will have to visit two stations and ask themselves if their animals belongs in that environment. They will have a worksheet to record their data. On this worksheet they will circle the corresponding photo of that environment if they believe their animal could live there. They will put an X through the corresponding photo of that environment if they believe their animal could not live there. Then they will draw a picture of two needs that are or are not met for that animal in the spaces provided on the worksheet. The teacher will be available for answering questions and supporting the students. The students are welcome to talk to their classmates and work together. They will check their answers with the tabbed pictures at each station. They may change their answers if necessary.

* + Data & Intervention Plan:
    - The students will turn in their worksheet upon completion of the lesson. As the students work on the worksheet, the teacher will be making his/her way around the room checking students’ work and interjecting when the students need clarification or explanation.
* Objective 1 Formal Interim/Summative Assessment: Environment Identification On My Own

Each student will be given one of 12 animals. There will be four stations set up around the room. After visiting two of the stations, the students will visit a third station. At this station, they will use the last section on their worksheet to record whether or not they believe their animal could live in that environment and they will draw pictures of two needs that are or are not met for their animal in that environment. This time they will have to do the activity without the help of classmates or their teacher. Once they are finished, they can check their answer with the tabbed pictures at the station but they may not change their answer. Their results will be scored based on the following rubric. They must get a 2/3 in order to reach proficiency.

|  |  |  |
| --- | --- | --- |
| Mastery (3) | Proficiency (2) | Not Yet (0-1) |
| Accurately determines whether or not their animal will survive in the environment using two needs that are or are not met for justification. | Accurately determines whether or not their animal will survive in the environment using one need that is or is not met for justification. | Determines whether or not their animal will survive in the environment OR depicts a need that is or is not met, but does not do both. |

* + Data & Intervention Plan:
    - The students will turn in their worksheet upon completion of the lesson. The teacher will grade the section that they completed for the Environment Identification On My Own based on the rubric above. Students will reach proficiency by earning at least two points. One point for correctly identifying whether or not the animal can live in that environment, and one point for correctly justifying their answer using one need that is or is not met in that environment.

*Note: You will embed the names of your assessments into the sections below to communicate when during the instruction part of your lesson you will implement each assessment and the allotted time necessary. Depending on how quality and detailed your section above is, you should be able to minimally explain below to keep from repetition.*

**Instructional Procedure: What information do students (and or a guest teacher) need to accomplish the objective(s) as you intended?**

***(The following steps do NOT have to occur in number order 1-6, nor are they necessarily separate components. You may structure your lesson however you like to best meet your planning needs but make sure to somehow still identify that you have each component. For Direct Interactive Instruction, you may use the “To, With & By” Model –Direct Teaching with Integrated Modeling, Guided Practice and Independent Practice. For Inquiry, you may use the “5 E” model – Engage, Explore, Explain, Elaborate, and Evaluate.) Consider and plan how you will transition and other classroom management components that will affect your instruction. Learning is not linear-- as long as the necessary details are included (and labeled) you may reorder and do the following instructional procedure how you like.***

* **Anticipatory Set:** (Allotted Time: 3 minutes)
  1. Focus or “grab” student attention – narrative, novelty

[**https://www.youtube.com/watch?v=zpHLNPsUY9c**](https://www.youtube.com/watch?v=zpHLNPsUY9c)

Watch the video clip from 0:40-1:117

* 1. Provide brief review of previous related lessons (systematic)

Do you remember talking about the needs of animals yesterday? We talked about how there are certain things that animals need in order to survive. Can anyone tell me something they remember about the needs of animals? Let’s see if we can come up with two things.

Students will likely mention water, shelter, or food.

* 1. Develop readiness for learning that is to follow

Today we are going to revisit the needs that animals have, but we’re going to talk about them in terms of where they live. The places that they live help fill some of their needs.

* 1. Include clear and simple behavioral expectations and any necessary procedures for classroom management.

We have an activity today, and I want you to remember our class rules while you work with each other (Refer to the classroom rules that are hanging up). Remember, we are nice to others, we listen to the teacher, and we are respectful. Can you repeat those with me? We are nice to others. We listen to the teacher. We are respectful.

Differentiation:

The students have the classroom rules hanging up for them to see. These rules have been in place all year, so the repetition will help them to recall and apply these classroom rules to their behaviors throughout the lesson.

* **State Purpose and Objective of Lesson:** (Allotted Time: 2 minutes)
  1. Tell the students **what** you want them to learn (direct)

Today we are going to learn about the needs that animals have that the places that they live take care of. I want you to be able to decide whether or not an animal can survive in a certain place based on the needs of that animal using the objects that represent the animals and where they live.

* 1. Tell them **why** it’s important to them (explicit)

It is important for you to be able to decide which places are good for an animal to survive in so that you can know how to take care of animals and take care of the places that they live. We must be respectful to the homes of animals.

* 1. How might this lesson connect to prior or upcoming lesson? How does it relate to a larger theme or concept?

Today’s lesson goes along with the other conversations we have had about needs. We are learning about what animals need and what we need in order to live and be healthy.

* **Instruction:**
  1. **Direct Instruction & Modeling:** (Allotted Time: 5 minutes)
     1. Let’s look at some examples of animals and where they live.

On the PowerPoint, go to the first slide with the dolphin in the desert.

Ask the student what animal it is they see. Where is the dolphin living? Is this right?

The students will likely say that dolphins do not belong in the desert.

Why can’t a dolphin live in the desert?

The students may say that it is too hot or that there is not water.

What kind of place should a dolphin live? Why?

Show the students the photo of the dolphin in the water and ask them if that looks better.

* + 1. Next, look at the picture of the bear at the beach. Ask the students if the bear is in the place where he needs to live?

Students will likely say that bears do not live at the beach.

Ask the students why the bear can’t live at the beach. Where should a bear live?

Show the students the photo of the bear in the woods.

Ask them if the woods is where the bear needs to live. Why does the bear need to live there?

Guide student response towards, “that’s where the bear can find his food” or “bears have a place to sleep in the woods”, etc.

Differentiation:

The visual images on the PowerPoints will help students picture the animals and the correct environments in which they thrive. Talking about the images and why the animal does or does not belong there will be beneficial for students who learn through discussion and it will be another way to engage the students in comprehension practices.

* 1. **Guided Practice:** (Allotted Time: 6 minutes)
     1. Now we are going to use some of the models of animals and the places that they live to decide which animals can live where. We will think about the needs that are met by the place that they live.
     2. Everyone is going to get an animal, and then we are going to rotate around the stations in the room and decide which of these places our animal can live in, and which places our animal does not have their needs met.
     3. For example, I have a polar bear. I am first going to go to the jungle station. Let me think about what a polar bear needs. I know that polar bears live in the snow, so it must need a cold place to live. I know polar bears also need to eat fish, so it must need to live somewhere where there are lots of fish. I know that there are not a lot of fish in the jungle and the jungle is not cold. So my polar bear must not live in the jungle. On my “Where does my animal live?” worksheet, I am going to write the name of my animal at the top of the page where it says “animal”. Then I am going to look at section number one and put an X through the jungle because I decided that my animal cannot live in the jungle. If I did think my animal could live here, I would circle the picture of the place that I’m at.
     4. Next, I am going to draw two pictures, one in each box in section number one. The first picture will be a snowflake because the polar bear’s need for cold weather is not met in the jungle. The next picture will be a fish because the polar bear cannot find the food that it needs in the jungle.

Finally, I will check my answer with these hidden answers. Under these flaps are pictures of animals that can live in this place. I do not see a polar bear in the jungle pictures, so I must be correct!

* + 1. Next I will visit one more station and do the same thing. But I will STOP after visiting two stations and wait for more directions.
    2. Does everyone understand? Is everyone ready? I will be making my way around the room to help you along and answer any questions you have. Don’t forget to ask yourself these questions:
       1. Can my animal live here?
       2. What does my animal need?
    3. These “Where does my animal live?” worksheets will be turned in when the whole lesson is completed and the teacher will evaluate the first two sections as he/she makes their way around the room as the students are working. The first two sections are evidence for the Environment Identification with Others assessment.

Differentiation:

For the students that finish early at a station, they can explore which animals can live in the environment they are at by lifting the flaps and revealing the images of the animals that do live there.

* 1. **Independent Practice:** (Alotted Time: 2 minutes)
* Now the students will visit a third station to complete the final section on their worksheet. At this station, they will do the same thing as before. The only difference is that this time they cannot seek help from the teacher or their classmates.
* The students will turn in their worksheets and only the final section will be graded as part of the summative assessment, Environment Identification On My Own.

Differentiation:

For those that finish early, they may visit the last station that they have not yet visited and determine whether or not their animal could live there. Or they can explore which animals do live in each of the places by lifting the flaps to reveal the images of the animals that live there.

**Closure:** (Allotted Time: 2 minutes)

* 1. Remember that our objective for today was to learn how to use the objects that I’ve given you to decide where an animal lives and why they live there based on the needs that they have.
  2. Tell me what needs your animal had. I would like to hear from three friends. Make sure you tell us what your animal and explain one need that your animal has.
  3. Remember that we have been talking about needs. We know that animals need food, water, and shelter. Some of these needs can be met in the place that they live, like we have discovered today.
  4. We will be taking a closer look at the needs of people in our upcoming social studies lessons.
  5. Thank you all for your participation! You are excellent scientists and discoverers!

**References:** Use APA references page formatting to correctly cite textbooks, other books, websites, images, etc. that you used in the lesson. [*http://owl.english.purdue.edu/owl/resource/560/01/*](http://owl.english.purdue.edu/owl/resource/560/01/) *. If you’d like to use a citation creation tool, you can use ‘Zotero’. Please do not use other tools that are not up to date with APA 6th Edition Manual.* Start with double spacing, 12 pt. Font, 1 inch margins with hanging indents, etc.

DreamWorksTV. (2012, June 7). "Car Chase" Clip | MADAGASCAR 3. Retrieved February 10, 2016, from https://www.youtube.com/watch?v=zpHLNPsUY9c

**Teacher Reflection (Proof your lesson and revisit it before you teach it. Make sure you can answer the following questions…)**:

* Do I have measurable objectives derived directly from the state expectations?
* Do I have ways for students to create tangible proof or evidence that they accomplished EACH objective? What will I do for the students that didn’t? What will I do for the students that did?
* Do I embed in my direct instruction and guided practice as many possible multiple intelligences to reach as many types of learners as possible?
* Do I have ways to scale-up or scale-back my content, resources, etc. for students functioning on all levels?