

Diverse Habitats

Grade: 2		Subject: Science	
Materials: Science Journals, Presentation, Model Materials, Venn Diagrams		Technology Needed: iPads	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.		Differentiation Below Proficiency: -Give them a habitat they are familiar with -Provide a list of research topics for their habitat -Give an example model of the habitat they are responsible for creating Above Proficiency: -Have students dig deeper into their research by giving them open-ended questions you want them to answer -Give them additional requirements on their model -List alternative items you want compared and contrasted that would require more abstract thinking Approaching/Emerging Proficiency: -Teach lesson as is Modalities/Learning Preferences: -Visual: picture presentation, having them imagine their environments, models, Venn diagram -Auditory: Talking students through the process, having students teach one another while walking through their models -Tactile: using different materials to build model -Kinesthetic: movement around the room throughout the lesson, building a model with their hands	
Objective(s) -By the end of the lesson, students will have a deeper understanding of an assigned habitat by creating a model that outlines different characteristics of the habitat including the plants and animals that occupy the habitat. -By the end of the lesson, students will be able to observe plants and animals to compare the diversity of life in different habitats, by completing a Venn diagram comparing and contrasting their assigned habitat with another student's in the class. Bloom's Taxonomy Cognitive Level: Analyze			
Classroom Management- (grouping(s), movement/transitions, etc.) -We will begin each day in whole group. Then we will remain in whole group throughout the explain portion of the lesson, either in our circle area or at our spots. Throughout the exploration activity students are allowed to move freely around the room. We will come back together to review at the end of the lesson.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to: -Actively participate in the lesson -Follow given procedures -Assist each other in the learning process -Use materials safely and responsibly -Try their best	
Minutes	Procedures		
5	Set-up/Prep: -Prior lesson on what a habitat is and a brief background on different types of habitats. -Create a picture presentation of various habitats -Preassign different habitats to different students -Lay out different materials and tools on a supply table for students to use for their models -Create a rubric for habitat models -Print out Venn diagram		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Day 1:		

Diverse Habitats

	<p>-“I want you each to close your eyes and picture your habitat. What do you see? Maybe you picture your room, your home, your school, your church. Habitats are often identified by the living things occupy it. For example, our school is a clean, safe, and loving habitat because the students are awesome school citizens.”</p> <p>-“Today we are going to explore different habitats and analyze the plants and animals that occupy it.”</p> <p>Day 2:</p> <p>-“I want all of you to think about your habitats you researched yesterday. I want you to imagine what it looks like. What does it feel like? What kind of animals do you see? What do the plants look like?”</p> <p>-“Today we are going to bring our habitats to life!”</p> <p>Day 3:</p> <p>-“These awesome habitat models have definitely brought life to our classroom.”</p> <p>-“If you have not had the chance to take a look at them go ahead and spend the next few minutes walking around and looking at each other’s masterpieces.”</p> <p>-Allow students to walk around and look at each other’s models then bring them back to the carpet.</p>
5-7	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Day 1:</p> <p>-“By having a deeper understanding of the plants and animals within a habitat, we can infer what characteristics or traits are unique to a specific habitat. For example, we know that polar bears have thick fur, therefore we can infer that their arctic habitat is cold because we know that thick fur would keep an animal warm in the cold.”</p> <p>-“Let’s take a look at different habitats.”</p> <p>-Pull up presentation containing pictures of various habitats.</p> <p>-Discuss what we can infer or hypothesize about the habitats based on the plants and animals that live there.</p> <p>Day 2:</p> <p>-“I want everyone to pull out their science journals and take a look at their research from yesterday. I want you to begin thinking how you could create a model that would represent your habitat. What will you include? How will you create it?”</p> <p>-“I want you to take the next few minutes to begin brainstorming and sketching your model.”</p> <p>-“As you do that I will call you back by groups to come check out the materials, I have available for you to use, on the back table.”</p> <p>-Give students time to brainstorm and look through materials.</p> <p>Day 3:</p> <p>-“These last couple days, each of you have become an expert on a certain habitat.”</p> <p>-“Today you are going to use your expertise to teach each other about different habitats.”</p> <p>-“After you are done teaching and learning from your peers, you will have to fill out a Venn diagram comparing and contrasting your environment with theirs.”</p> <p>-Review comparing and contrasting</p> <p>-Review how to use a Venn diagram</p>
20-30	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Day 1:</p> <p>-“Now that we have explored different habits, I am going to assign each of you a certain habitat to research deeper. You will use books from the library, books from the classroom library, and your iPads to conduct your research. I want you to record your findings in your Science Journal. Take look at the different plants and animals that live in your habitats. Determine what the characteristics of the plants and animals tell you about the environment. You should be the experts of your environments by the time you are done with your research.”</p> <p>-Assign students their habitats</p> <p>-Give them time to conduct their research</p> <p>Day 2:</p> <p>-“Now that you have taken time to brainstorm and look through materials, I want you to have a draft of your model and the materials you are going to use to create it.”</p> <p>-“After you have raised your hand and shown me your draft, you may begin creating.”</p> <p>-“Remember we are a community. We share our materials, use them safely, and clean up after ourselves.”</p> <p>-Give them time to work on their models</p> <p>-Walk around to observe progress, provide guidance, and further students thinking through open-ended questioning.</p> <p>-Give them a 10 & 5min. warning indicating when they need to wrap up their projects.</p> <p>Day 3:</p> <p>-“You will each receive a partner.”</p> <p>-“You will teach your partner about your habitat by talking about the plants and animals that live there.”</p> <p>-“Then your partner will teach you about there’s”</p> <p>-“After each person has had a chance to be the teacher and the learner, you will have to individually fill out your Venn diagram.”</p>

Diverse Habitats

	<p>-After they have completed the Venn diagram have them turn them in and note their findings in their science journal while waiting for others to finish.</p>	
5	<p>Review (wrap up and transition to next activity): Day 1: -Have students create an exit slip containing three significant characteristics of their habitat. Day 2: -Have students clean up and display their models around the room. -Then have students, standing with their model, hold up their model and say what habitat they created. Day 3: -Have students pair up with another group and explain their partner's habitat to the other group and vice versa.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Day 1: -Check research findings in students' journals along with exit slips. Day 2: -Check students' drafts within their journals -Check students' habitat models to see if they included animals, plants, and physical characteristic specific to their assigned habitat. Day 3: -Check students Venn diagram to see if they correctly compared and contrasted their habitat to another students.</p> <p>Consideration for Back-up Plan: -If students are not reaching the objectives. I am going place them in four groups and give them a detailed explanation of their four habitats. They will then have to complete the lesson within their groups.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: -Grade model based on set criteria (rubric) -Check Venn diagram for correct comparisons</p> <p>If applicable- overall unit, chapter, concept, etc.: -Unit test</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		