<table>
<thead>
<tr>
<th>Grade 3rd</th>
<th>Lesson: Habitat: Small Environment-2</th>
<th>Reference to English Interconnections Lesson Habitat: Small Environments pg. 42</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science Standard(s):</strong> Standard 2.2 <strong>Interrelationships:</strong> Communities and their Environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Objective(s):</strong> Students will identify living and non-living thing in a small environment and predict the effects of changes in the environment (e.g., temperature, light, moisture) on a living organism.</td>
<td><strong>Language Objective(s):</strong> Students will verbally identify living or non-living things in a group or with a partner. Students will combine parts of “If... then...” statements to create a true statement about how changes in the environment affect living things.</td>
<td></td>
</tr>
</tbody>
</table>
| **Essential Questions:** How do living and non-living things adapt as the size of their environment grows? | **Academic Vocabulary:** Listening: environment, habitat, living, nonliving, organism, survive  
Speak: Environment, living, non-living thing, survive,  
Read: living things, non-living things, habitat  
Write: Combine parts and copy “If...then...” statements from board. |
| **Materials:** • Posters or pictures of ponds, deserts, and woodlands. One for each assigned group in your class.  
• Books on ponds, desert, woodland, and rainforest.  
• Habitat Presentation Sheet | **Additional Lesson Vocabulary:** environment, living, nonliving, organism, survive, observe, soil, air, water, plants, animals, rocks, trees, light, woodland, desert, pond, rainforest |
| **Sentence Frames:** I see_____.  
If___ then___.  
If there is____ (too much light, too little light, too much water, too little water, too much heat, too little heat), then___(the plants will wilt, |
| **Opening: (4 minutes)** | **Instructional Time: 35 minutes** |

**Lesson:**

T: “Let's begin by looking at your assigned different environments.”
- Teacher displays several large pictures, labeled with the group numbers assigned last time such as 1) ponds 2) deserts 3) woodlands 4) ponds 5) deserts 6) woodlands. The numbers of pictures and groups will depend on the size of your class. It will help the students to be successful in this task if the animals, plants, and other key features of the environment are labeled.

T: “First we need to remember who was in our assigned group. If you were assigned to a pond, please stand up.
S: Students stand up.
T: “Please go stand by your group. Now those assigned deserts please stand up.
S: Students assigned to deserts stand up.
T: “Please go stand by your group. Last, those assigned to woodlands please stand up.
S: Students assigned to woodlands stand up.
T: “Please go stand by your group. This group will go to the pond picture. This one will go to the desert picture. This one will go to the woodland picture. (Continue directing student groups as needed to the assigned poster.)
T: “I would like you to take 1 minute and observe the pictures of your environment carefully. What do you observe? What are the important features of your environment? What are the living and non-living things in your environment? Go.”
S: Students observe the poster.
T: “Discuss with your group what you observed. Tell them the living and non-living things in your environment. When you hear my attention signal, you will have 10 seconds to finish up your discussion. Go.”
S: Students discuss with their group and living and non-living things in the posters. “A bird is a living thing.” “I see rocks. Rocks are non-living things.”
- Teacher gives attention signal and counts backward from 10 to give them time to finish up their discussion.
T: “This little observation we did will help you complete the first part of your habitat sheet.”

- Remind the students of what they are researching: ponds, woodlands, or deserts.
• Remind them that each student must write on their own paper.
• Remind the students of the deadline and how you will have them present.
• Answer any questions that have come up about the project.

**Introduction to New Material (Direct Instruction): (0 minutes)**
(No new material this time. Students are researching on their habitats.)

**Guided Practice: (2 minutes)**
*Use the modeling cycle:*
• Use this time to demonstrate any behaviors that need corrected from last time such as working quietly, finding information in the table of contents or index, working together to make sure everyone has all of the information on the page.
• Remind students you will gather all papers and then randomly select one paper from each group to represent the group when they present.

**Independent Practice: (14 minutes)**
• Students work on the presentations based on information learned in the books.
• Teacher moves around the class answering questions and guiding students to find the information in their books.
• Teacher helps students use the correct form of the language for the predictions.

**Closing: (15 minutes)**
• Gather the students together. Collect their papers.
• Divide the students into two groups with a pond, woodland, and desert group in each corner of the room.
• Randomly draw 1 paper from each pond group and have the pond groups present their information to the other students.
• Repeat with woodland and desert groups.

T: **Now that we have learned about the different habitats, we will observe one of them in a small habitat next time.**
Please remember that if you have any of the objects on the note we sent home, to bring them next time.

**Assessment:**
*Use the habitat presentation research page to assess the students understanding and predictions.*

**Extra Ideas:**