

Grade 3	Lesson: Living Things Adapt to their Environment Characteristics of Living Things – Day 3	Reference to English Interconnections Lesson Living things Adapt to their Environment pg. 33
Science Standard(s): Standard 2.1 Interrelationships: Communities and their Environment		
Content Objective(s): Students will match animals to their habitat by matching them in small groups. <i>I can match animals to their habitat in small groups.</i>		Language Objective(s): Students will be able to orally match animals with their habitat. <i>I can orally match animals with their habitat.</i>
Essential Questions: How do changes/adaptations in the environment impact living things and their communities?		Required Academic Vocabulary for Word Wall: Listen: Speak: Read: the sentence explaining animal Write: a sentence explaining animal Sentence Frames: _____ and it also _____. (Explanation of animal)
Materials: <ul style="list-style-type: none"> • Plain white paper • Crayons or colored pencils 		Additional Lesson Vocabulary: Hibernation, migration, hidden, animals, birds, butterflies, bears, bats, frogs,
Lesson: Living Things Adapt to their Environment		Instructional Time: 40 minutes
Opening: (12 minutes) T: “ADAPTATIONS! Last year you learned about 3 types of animal adaptations. Raise your hand if you remember one type of animal ADAPTATION from last year.” <i>S: will raise their hands.</i> T: “Last year we learned about hibernation, migration and how animals stay hidden. Let’s review, what is hibernation? Tell your neighbor.” <i>S: will turn to their neighbor and explain hibernation.</i> T: “Tell me 2 animals that hibernate.” <i>S: will respond with animals that hibernate, “bears hibernate” or “butterflies hibernate” or “bats hibernate” or “frogs hibernate.”</i> T: “Awesome, all those animals hibernate. What is migration? Tell your other neighbor.” <i>S: will turn to their other neighbor and explain migration.</i> T: “Good, tell me 2 animals that migrate.” <i>S: will respond with animals that migrate, “birds migrate” or “whales migrate” or butterflies migrate.”</i> T: “And, some animals stay hidden. Migration, hibernation and staying hidden are all forms of animal adaptation.” T: “Today we are going to go outside and walk around the school. I need you to be aware of the different areas we see (rocky, grassy, trees, shrubs, etc.). Notice the environment, its color and texture. When we return to class we are going to make a list of the characteristics that we observed, so pay attention!” T: “Stand up, line up at the door and let’s go. <ul style="list-style-type: none"> • As the class walks outside observing the environment, the teacher needs to continuously question the students about the environment. Introduction to New Material (Direct Instruction): (8 minutes) <ul style="list-style-type: none"> • When students return to class have them sit on the carpet for the rest of the discussion. T: “Tell me about the environment you saw. Let’s make a list of it on the board (both draw and write).” <i>S: will tell the teacher what they saw while walking around the school.</i> T: “What type of animal would be well suited for such an environment? Remember to think about size- should it be a big animal or a small animal? Color-should it change color or have one color or multiple colors? Where would it store food? Think of characteristics the animal should have if it wants to live in the environment. Tell your neighbor 3 characteristics.” <i>S: will tell their neighbor 3 characteristics of the animal that would live in the environment.</i> T: “Raise your hand and tell me 1 characteristic of an animal that would live in the environment around our school.”		

S: *will raise their hands and give one characteristic of what an animal would need.*

T: **“Great! You told me that an animal would need all these things.**

Independent Practice: (10 minutes)

T: **“Now it is your turn to create an animal that you think would be best suited for the environment outside our school. As you draw your animal remember that size is important. Along with color, the kind of food it will eat because they need to store it somewhere. You will have 7 minutes to draw your animal and you must write a sentence explaining your animal. When you are done you will explain why you chose the animal you did to a group of other students.”**

T: **“You may get your paper and get started.”**

S: *will get their papers and get started.*

Closing: (8 minutes)

- Bring the class back together.

T: **“You have all done a great job with your animals. I am going to first show you mine and explain it, then, I am going to separate you into groups of 4. You will each present your animals to your group and tell them two things about your animal.”**

- Teacher will show the animal she created and explain why. This will show the students the expectations for the activity.

T: **“My animal is small because the rocks are small and it needs a place to hide and it is also brown because that way it is the same color as the rocks.**

- Then separate the students into groups of 4. Have them explain their animals. While they are explaining their animal, walk around and listen in to each group to make sure they are following the expectations.

S: *will present their animals to their groups.*

Assessment:

- The animal they draw.
- Observation of the student explanations of the animals.

Extra Ideas:

- Take the animals outside and put them in their environment.

kneu 3/19/12 1:04 PM

Comment [1]: For Spanish & French they could fill out the vital statistic sheet included in the English book. This will require them to write a sentence for each question on the sheet.