Integrated Lesson Plan

Teacher: Maureen Gallon

Grade Level: 3

Subject & Topic: Science & English Language Arts: Animal Adaptations

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| **Lesson Concept**   * Developing critical thinking skills by reading and analyzing informational texts that focus on understanding physical and behavioral adaptation of animals * Applying content knowledge by writing a narrative with at least three embedded animal adaptation facts that illustrate how the adaptations work to help the animal survive in its environment. * Applying knowledge of word choice, sentence structure, and organization of writing * Summarizing relevant information from the texts throughout their narrative to show understanding of animal adaptation * Making use of grade-appropriate, domain-specific language. | | |
| **Content Objectives:** **This lesson plan is designed for 3rd grade Science and English/Language Arts. It is specifically designed to be used in correlation to the following**  **Virginia Standards of Learning (SOL):**  3.4 The student will investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment. Key concepts include a) behavioral adaptations; and b) physical adaptations.  **In addition, this lesson will be used to enhance the practice of the following Standards of Learning (SOL)**  3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include a) producer, consumer, decomposer; b) herbivore, carnivore, omnivore; and c) predator and prey. | | |
| **Language Objectives**   * I can identify two or more main ideas of a text. * I can connect key details to two or more main ideas. * I can obtain information from sources. * I can read multiple types of texts on the same topic. | | * I can explain and give examples of how some animal behaviors and physical adaptations help them to survive in their environment. * I can explain the purpose and use of different animal parts and behaviors. * I can give examples of animal characteristics that improve their chances of survival. |
| **Depth of Knowledge:**  Task Description: This task asks students to write a narrative using facts about animal adaptations to demonstrate their understanding of how the adaptations works for the animal’s survival.  TSW write a narrative in which he or she becomes one of the animals studied in the Adaptations unit.  TSW describe a day in your life as that animal incorporating at least 3–5 examples found in informational text(s).  TSW read about a chosen animal in order to explain how the animal has adapted to its environment to survive.  TSW incorporate grade-appropriate conversational, academic, and content-specific words and phrases, including spatial and temporal words. (e.g., “After my long winter nap, I went in search of a tasty meal of salmon.”). | | |
| **BIG IDEAS/ENDURING UNDERSTANDINGS:**  Each animal has different structures that serve different functions in growth, survival, and reproduction.  Adaptations are the unique physical and behavioral traits that have evolved in an animal over time to help it survive in its environments.  Adaptation interactions are part of this natural system between predator and prey.  Some fiction incorporates facts and understandings that truthfully represent the world. | **ESSENTIAL QUESTIONS:**  How does an animal’s different body structures relate to its ability to adapt to its environment?  How do animals interact with the environment in order to prolong their survival?  How does a species’ adaptations give it an advantage in surviving in its environment?  How can reading and writing fiction be useful for finding and sharing information about an animal’s life and adaptation? | |
| **CONTENT:**  **Science Writing**  Behavioral adaptations Expression  Physical adaptations Organization  Environmental contributions to adaptation  **Reading (Informational Text) Speaking & Listening**  Comprehension Exchange ideas  Analysis Listen respectfully to another’s ideas  Main idea Build upon one another’s ideas  Key ideas  Supporting details | **SKILLS:**   * Develop a narrative illustrating an imagined experience * Incorporate facts gathered from multiple texts into a narrative * Identify the main idea and supporting details * Make inferences to better understand text * Make text--‐to--‐text connections to build understanding of content * Select relevant facts that exemplify understanding of animal adaptations * Identify different animal adaptations | |
| **Formative Assessments:**   1. 3-2-1 After Reading Activity 2. Semantic Web Activity 3. KWL Chart 4. My Planning Process Graphic Organizer | | |

**Amazing Animal Adaptations:**

**Reading and Writing Fiction to Learn about Animal Adaptations**

(Session 2 of Animal Adaptations unit of study)

1. **Introductory Mini Lesson** **(whole class, teacher lead)**
2. **Read aloud of “Beware of the Big, Bad Bear!”**
3. **“In your Reader’s Journal, you are going to respond to these three prompts:**

**What animals did we meet in the story?**

**What were some unique characteristics of each animal? (physical and**

**behavioral)**

**How were any of these characteristics helpful to the animals?”**

1. **Animal Adaptation Response**

**“Let’s suppose we are one of the animals from the story; I’m going to give each discussion pair (partners) one of these speech bubble pages {show speech bubble page}. You and your partner are going to write 2-3 sentences that really explain how one of your special characteristics (adaptations) helped you get what you wanted or needed in the story.”**

**d. Share speech bubbles.**

1. **Work Period** 
   1. **Planning Process**

Explain the task – writing a fictional narrative (story) that incorporates an animal of their choice and its unique adaptations.

Distribute KWL to students. Review use of KWL chart – allow time for completion of “K” and “W” columns.

Reminder: K-column should consist of statements; things you feel that you already KNOW about your animal’s adaptations. W-column should consist of questions – things you WANT to find out about your animal’s adaptations.

* 1. **Reference Gathering**
     + 1. Use school and/or classroom library to gather non-fiction resources for animals chosen.
       2. Narrow resources down to top 4 choices.
  2. **3-2-1 Reading Response**

Use attached 3-2-1 Reading Response sheets.

* 1. **Semantic Webs:** Amazing Adaptations

Use Semantic Web graphic organizer to list and explain specific adaptations for animals chosen.

* 1. **Home Group talk break:** move into home groups (4 students / group). Allow students time to briefly discuss the animal they have each chosen and the adaptations that they listed and explained on their Semantic Webs.
  2. **My Planning Process**

Move back to individual work spaces to complete My Planning Process chart.

* 1. **Narrative Writing**

Allow reasonable time for writing of first draft of narratives.

Use Discussion Partners for peer review of first drafts, followed by revision period. (Use a copy of the actual Final Assessment Rubric for peer review and feedback)

1. **Sharing Final Products**
   1. Divide students into groups by types of animals chosen (birds, mammals, reptiles, etc.). Sub-divide if necessary to control group sizes. Within each group, students share their narratives as read-alouds. (Can also exchange narratives and read someone else’s narrative aloud).
2. **Assessment:**
   1. Students complete peer review and self-evaluation using Final Assessment Rubric.

Ultimately, each student will have 1 self-evaluation, 3 peer evaluations, and 1 teacher evaluation of their narrative.

**Final Narrative Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Content Analysis**  (level of understanding of how the animal is uniquely adapted to its environment) | Successfully incorporates key details from the readings and makes it clear in the narrative that he/she has an understanding of how the animal is uniquely adapted its environment. | Some difficulty in making clear how the key details selected show the animal’s adaptation to its environment. | The key details only somewhat show the animal’s adaptation to its environment. | Key details are missing and/or do not show any evidence of the animal’s adaptation to its environment. |
| **Plot and Characters**  (incorporation of character(s), plot/situation, dialogue, actions to demonstrate animal’s adaptive behavior and physical characteristics) | Establishes a clear plot and introduces a main character that realistically describes its adaptive behavior and/or physical characteristics.  Dialogue and descriptions of actions, thoughts, and feelings of character show insight into the response of characters to situations that result from physical or behavioral adaptation. | Establishes a plot and main character, but might struggle somewhat to realistically describe physical or behavioral adaptation.  Dialogue and descriptions of actions, thoughts, and feelings of character adequately show the response of character to situations that result from physical or behavioral adaptation. | Struggles to establish a plot and/or characters that would allow for realistic descriptions of physical or behavioral adaptation.  Dialogue and descriptions of actions, thoughts, and feelings of character indirectly show the response of characters to situations that result from physical or behavioral adaptation. | Does not establish a plot and/or characters that can provide descriptions of physical or behavioral adaptation  Dialogue and descriptions of actions, thoughts, and feelings of character do not show the response of characters to situations that result from physical or behavioral adaptation. |
| **Conventions of Writing** | Correctly uses temporal words and phrases to signal event order.  Accurately uses conversational, general academic, and domain-specific vocabulary. | Mostly uses temporal words and phrases correctly to signal event order.  Mostly uses conversational, general academic, and domain-specific vocabulary. | Struggles with the use of temporal words to signal event order.  Struggles with accurate use of grade-appropriate conversational, general academic, and domain-specific vocabulary. | Does not demonstrate an understanding of how to use temporal words and phrases to signal event order.  Does not use grade-appropriate conversational, general academic, or domain-specific vocabulary. |
| **Conclusion** | Provides a clear sense of closure to the writing piece. | Conclusion does not clearly provide closure to the writing piece. | Attempts to bring a sense of closure to the piece, but struggles to create cohesion. | Writing ends abruptly and lacks closure. |
| **Notes:** |  | | | |

Suppose you are an animal from the story. Create a speech bubble to explain to students how your adaptation helps you to survive. Draw a picture of the animal below the speech bubble.

**3-2-1 Reading**

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| --- | --- |
| **3** things you learned about the animal during your reading |  |
| **2** things that amazed you about the animal you read about |  |
| **1**question and/or wondering you have about the animal you just read about |  |

**KWL**

**Use the chart to answer what do you THINK you know, WANT to know, and what did you LEARN about your animal’s adaptations?**

**Animal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **THINK you know** | **WANT to know** | **What did you LEARN** |
|  |  |  |

**My Planning Process**

Gather your information that you will need to complete your final narrative (story).

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| The animal I am using as my main character: |
| Adaptation facts to be incorporated into the narrative: |
| The other characters in the narrative: (describe each briefly) |
| Setting of the narrative: |
| Beginning/Introduction of the narrative: |
| Basic events of the narrative (plot): |
| Closing (resolution) of the narrative: |
| Titles of books used to get facts about the animal’s adaptations: |

**Semantic Web**

Use the semantic web to list the adaptations of the animal you are exploring. Explain how each adaptation is used to help the animal survive in its environment. Use text evidence from your reading to support your explanation. Put the animal in the center of the web.

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