

Lauren Nash

Professor Gust

Educational Psychology

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## **Lesson Plan**

**Lesson: Grouping of living things**

**Length: 30-45 minutes**

**Age or Grade Level Intended: 3<sup>rd</sup> Grade Science**

**Academic Standard(s): Science/Diversity of Life** 3.4.1 Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group.

### **Performance Objective(s):**

Given a list of common animals, students will group them according to where they would fit in the categories given on the worksheet with 100% accuracy.

Students will be given 2 categories (land and water animals) and 2 sub-categories (land-herbivore and carnivore, water-fresh water and salt water). As a group, students will list animals that fit in each category with 100% accuracy.

**Assessment:** Students will be given a worksheet where they will match animals to the categories they belong to (land, water, fresh water, salt water, herbivore and carnivore). As a class, students will list animals that are land and water animals. Next, they will discuss what each land and water animals eat, look like, and if these animals could ever be pets. Finally, students will look further into land animals and determine what animals are carnivores and herbivores, and for water animals, which are fresh water and salt water.

### **Advance Preparation by Teacher:**

Worksheet

Rubric for worksheet

Use chalkboard in classroom, and borrow chalk from the teacher

Bring in books that show animals in their environment

Bring in coloring books

## **Procedure:**

### **Introduction/Motivation:**

First, we are going to move to the other room so we are able to move around. Today we are going to discuss the different ways you can group living things. Before we get started, we are going to do a fun activity. I am going to group you based off of your hair color, eye color, where you live, and type of animals you have. Next, I will explain how we are going to group animals based off where they live, what they eat, how they look, what category the animal fits under, and if these animals could be pets. (**Gardner: Bodily/Kinesthetic, Interpersonal**)

### **Step-by-Step Plan:**

1. Get the books I brought and tell the students the first group we will be observing. Before looking over the book, I will ask the students a question that involves the group of animals we will be looking over. I will show them pictures of different animals in their environments and read to them what some animals eat and look like. (**Bloom: Knowledge, Visual Spatial**)
2. We will begin discussing the 2 groups of animals we will be working on, water and land animals. Students will name animals that fit into each group. (**Gardner: Verbal/Linguistic; Bloom: Comprehension**)
3. Students will discuss what water and land animals eat, how they look, and if these animals could ever be anyone's pets. (**Gardner: Verbal/Linguistic; Bloom: Comprehension**)
4. Students will have to list animals from sub-categories of salt water and fresh water animals, and carnivore and herbivore animals. (**Bloom: Knowledge**)
5. Distribute an introductory matching worksheet to the students that deals with matching animals to their living environment (**Bloom: Knowledge**)
6. Students will do the worksheet based off their knowledge off animals living environments.
7. Circulate around the room and answer questions students might have.
8. After 10 minutes, I will collect the worksheets and use the rubric to assess their knowledge.
9. Pass out coloring books that have different types of groups of animals.

### **Closure:**

Today we covered water and land animal groups, and we also discussed 2 different types of categories in the groups. Next class we will compare land animals and water animals. We will discuss how land animals can not live under water, and majority water animals need to be in the water.

## **Adaptations/Enrichment:**

**Girl with ADHD-Hyperactive:** Ask her to help distribute worksheet. She can work with a partner that will help her stay on task.

**Boy with High Ability:** Allow him to go further in grouping living things such as plants, or other groups of animals.

**Visual Impairment:** Enlarge worksheet to accommodate their visual needs.

## **Self-Reflection: How are you going to evaluate yourself and your teaching?**

- Reflect after you teach the lesson and think about what went well.
- Think about what did not go well during the lesson.
- Jot down ideas after writing the lesson.
- After teaching the lesson write down ideas for future reference.
- Reflect on whether you think the students enjoyed doing this lesson. Think of ways to make the lesson better or if you think it went well do not change anything.