

Clara Brown

Class Level: EDUC 240

Title of Lesson: Organisms in their natural environment

Date: January 15, 2019

Grade Level/ Subject: 3rd grade Science

List of Materials/ Resources:

Green Screen

I Pads with the app

Rubric

Central Focus:

The focus of this lesson is to compare the physical characteristics of the creature with the environment they live in. The students will apply what they learned earlier in the unit to show knowledge of content. This lesson will help students to apply prior knowledge to create the final project.

Measurable Learning Objectives/ Goals:

Students will be able to identify three different physical characteristic of the creature that helps them live in their environment.

Students will be able to complete the final project with 80% accuracy.

Ohio Learning Standards:

3. LS.3: Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.

Instructional Activities/ Methods:

The students will walk in and take their seats once all the students are seated review with the students about what they have been learning. Ask the students, “What are physical traits?”, “How do physical traits help animals to survive?” “What are different environments?” After the students have answered the questions the teacher will show the students the video that the teacher create using the green screen that explains the project that they will be doing. After the video the students will break up into the assigned groups and begin working on their project about how the physical traits of a creature help them survive in their environment. The students are creating a green screen video where the background will be the environment of their animal. The students will include vocab from the week in their video and three different traits of the animal. Enrichment students will use the vocab sheet from earlier in the week and use all vocab words, while the intervention students will use the first five vocab words in their videos. While the students are working the teacher will go to each group and ask them how their project is coming and ask about the creature and environment they are doing to make sure they understand. After all the groups are done with their project they will send their projects to the teacher and then as a class they will watch the videos of their classmates. As the students are watching the video they will be filling out the worksheet for each of the videos they watch. Then the teacher will grade the videos according the rubric.

Connection to Prior Knowledge: The students will have learned about different environments and the characteristics that the creatures need to survive though out the week.

Vocabulary/ Academic Language:

Environment-where a creature lives

Characteristics-the unique traits of the creature

Survive-how an organism lives

Organism- any living thing

Adaptions-changes to better fit the environment

Bloom's Taxonomy:

Synthesis: create a green screen video

Application: use of facts and principles (making the video by applying knowledge)

Assessments: Formative and Summative:

Before- Ask questions about the creatures and environments that their projects will be about

During- Asking questions during the video making process to make sure all students understand the project and about the creatures they are doing

After- Grading video

Special Needs of the Students: Differentiation-

Enrichment: The students will be using more vocab words in their videos and finding definitions

Intervention: The students will use less vocab words and already have the definitions

Name_____

1. What are three physical traits of the creature?
2. What environment does the creature live in?
3. What is one new thing you learned from this video?

Student Name: _____

CATEGORY	4	3	2	1	Score
Research	The video indicate that the group members developed questions about the assigned topic, and had 3 characteristics that help the organism in their environment	The video indicate that the group members developed questions about the a topic, and had less than 3 characteristics that help the organism in their environment	The video did not indicate that the group researched, and had little to none characteristics that help the organism in their environment	The video did not indicate that the group researched, and had no characteristics that help the organism in their environment	
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
Script	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.	Script is mostly complete. It is clear what each actor will say and do. Script is shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.	There is no script. Actors are expected to invent what they say and do as they go along.	
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held AND/OR some team members do not contribute a fair share of the work.	