

HBCSD TECHNOLOGY LESSON PLAN

3rd GRADE (Lesson 1)

Grade Level - 3

Lesson Title - Organisms and Their Habitats

Standards

Science: **LS3 d.** Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

NGSS Science: **3-LS4-3** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Writing Strategies: **1.1**

Create a single paragraph:

- a. Develop a topic sentence.
- b. Include simple supporting facts and details.

Writing Applications: **2.2**

Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Written and Oral English Language Conventions: **1.1 - 1.9**

sentence structure, grammar, punctuation, capitalization, and spelling

Common Core Reading Standards for Informational Text:

Key Ideas and Details -

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Technology Competencies:

- Create and publish online presentations to audiences inside/outside the classroom
- Develop effective search strategies
- Assess reliability and validity of electronic information
- Use an Internet browser to access web sites
- Format published products (columns, WordArt, overlays, etc.)

Purpose

Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other. Each student post his/her argument on a page of a classroom wiki.

Resources

Classroom Wiki (can be created at www.wikispaces.com)

Social Studies Text, Science Text

Trade books on different types of habitats

Websites on habitats examples:

<http://environment.nationalgeographic.com/environment/habitats/>

<http://idahoptv.org/dialogue4kids/season10/habitat/facts.cfm>

<http://www.fcps.edu/AldrinES/websites/HabitatWebsites.pdf>

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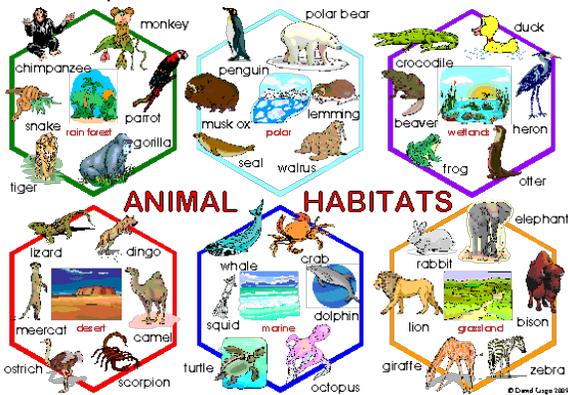
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Supplies

- Internet accessible computers
- Trade Books
- Paper

Direct Instruction

1. Students will learn about different habitats including rain forest, polar, wetlands, desert, marine, and grassland through text, trade books, and websites.
2. Students will examine all aspects of the habitats including weather and the animals that can be found there. Each student will choose a habitat to study further independently.
3. Teacher will create a classroom wiki and each student will be assigned their own page on the wiki.
4. Students will then construct an argument based on the rules and patterns of the chosen habitat to tell why certain animals survive well in that habitat and why others do not using details about adaptations of specific animals.



Guided Practice

1. Teacher will have all instructions posted on the home page of the wiki. A rubric will also be posted on the home page of the wiki.
2. Teacher will create a sample page with the students to show what is required on each student's wiki page.

Differentiated Instruction

Because each student has his/her own wiki page, individualization is easy to achieve.

Students must post the minimum requirements, but may post material that above and beyond the minimum.

Students may also add such things as podcasts or videos to their wikipage to bolster their argument.

Assessment

Teacher will assess each child's wiki page for accurate information. A rubric should be given out so that the students are aware of what will be graded on the page.