

Lesson Plan Template

- **Title** Animal Habitats

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- **Level**

Proficiency Level:

Beginning Intermediate Advanced

Grade Level: Grade Three

- **Skills**

<input checked="" type="checkbox"/> Reading	Related subskills	_____
<input checked="" type="checkbox"/> Writing	Related subskills	_____
<input checked="" type="checkbox"/> Speaking	Related subskills	_____
<input checked="" type="checkbox"/> Listening	Related subskills	_____
<input checked="" type="checkbox"/> Grammar	Related subskills	comparative adjectives and signal words_
<input checked="" type="checkbox"/> Vocabulary	Related subskills	_____

- **Subject area**

Elementary school science

- **Content Objectives**

Students will be able to:

- Describe an animal's habitat in regard to: water source, temperature, climate, food sources and members of the animal community
- Describe one animal member of the habitat, its body and adaptations
- Compare two diverse habitats in regard to: water source, temperature, climate, food sources and members of the animal community

- **Language Objectives**

- Describe or illustrate the key features of an animal's habitat
- Describe or illustrate one member of the habitat, its body and adaptations
- Orally compare the differences between two diverse habitats using a Venn diagram
- Use comparative adjectives and signal words of comparison with a Venn diagram as support

- **Learning Strategies**

- Illustrate and label an animal from one habitat
- Illustrate and label one animal habitat
- Create a Venn diagram to compare the key features of two diverse habitats
- Categorize information by topic on a chart

- **Vocabulary**

habitat	adaptation	ocean	tundra
water source	desert	pond	rainforest
deciduous forest	grassland	temperature	climate
key features	contains	temperate	arid

- **Key Structures**

___ is characterized by ___
___ is drier/wetter than ___
___ is colder/warmer than ___
___ obtains food/water from ___

- **Learning Standards**

- ESL Standards for PreK-12 Students, TESOL (1997), Goal 2 Standard 2: Students will use English to obtain, process, construct and provide subject matter information in spoken and written form
 - ✓ Retelling information
 - ✓ Comparing and contrasting information
 - ✓ Listening to subject matter information
 - ✓ Analyzing information
- Massachusetts Curriculum Framework for Science, Grade 3-5 Life Science Standard #6: Students will give examples of how inherited characteristics may change over time and how adaptations enable organisms to survive in a given habitat.
- Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners.
 - ✓ Beginning to Intermediate Learners: S.4.2 Plan, rehearse and orally present information in a brief report using visual cues
 - ✓ Early Intermediate to Intermediate: S.4.6 Make informal oral presentations that have a recognizable organization (sequence, summary, etc.)
 - ✓ Intermediate to Transitioning: S.4. Plan and revise oral presentations considering the audience and purpose and information to be conveyed.

- **Duration**

One week of daily lessons or more depending on the proficiency levels of the class.

- **Materials and technology**

See the rubrics and graphics at the end of the lesson.

- **Procedure**

Preparation/Activation of Prior Knowledge

- I. The children explore a forest area near the school to locate animals and insects in the habitat. They work in Buddy pairs and record their sightings on a teacher prepared handout responding to the questions:
 - ✓ What did you see? (record and draw)
 - ✓ What was the animal doing? (record and/or draw)While in the area, the teacher models target vocabulary, refers to the “habitat” and points to water sources, identifies the temperature (thermometer), and gathers examples of food to bring back to the classroom.

Back in the classroom, a classroom chart is created (with small copies for each student). The teacher leads the group in completing the chart to define a deciduous forest habitat. Pictures and realia are used to explain each entry.

The teacher then models sentences from the chart:

“The water source of the habitat is a small pond and a stream.”

“The food sources in the habitat include insects, berries, grass and worms.”

These sentence structures are written on the board as key sentence frames so that students will use them to support their oral retellings. Students complete their small charts and report in Buddy pairs about the habitat. In order to differentiate for lower language proficiencies, ask these students to illustrate the habitat and label the key features with buddy support.

“The water source of the habitat is ____”

The food sources of the habitat include ____, ____, and ____.”

“The temperature of the habitat is between ____ and ____ degrees.”

“The climate of the habitat is ____.”

“Animals found in the habitat include ____, ____, and ____.”

Habitat Name	Water Source	Food Sources	Temperature	Climate	Animals
Deciduous forest	Pond Stream rainfall	Insects, Moss Grass Worms Berries	30-95 degrees	Temperate	Rabbits Deer Moles Squirrels Mice snakes

- The teacher provides students with forest habitat books, articles, and animal picture cards (with descriptions). Students have the opportunity to peruse these items and choose one animal from a deciduous forest to describe to the class. Each student finds information to complete a teacher prepared chart. Students may work in Buddy pairs if they choose the same animals. Limited proficiency students may draw and label animal parts and provide other information via pictures.

Animal Name	Habitat	Mammal, Reptile, or Insect?	Fur, Scales or Skin?	# of Legs	Food Source
rabbit	Deciduous forest	Mammal	Fur	Four	Grass, plants

Guided Practice

- Introduce four different habitats to the students with short videos: Ocean, Desert, Rainforest, and Grasslands. Preview each video with a review of the deciduous forest chart. Ask students to look and listen for information to fill in a similar chart for each habitat. Provide informational materials on each habitat in the classroom.

Students may work individually, with a Buddy or with the teacher to complete the habitat charts. Provide oral language modeling and student practice in retelling the key features of the habitat for the ELLs in the class. Model target vocabulary and structures and provide charts with these language elements so that students may use them as well.

2. Select one animal from one habitat (e.g. a harp seal), show pictures of the animal and read a short description of it. Refer to the animal habitat chart and indicate that students can help to complete the new chart on the harp seal. Ask students to turn to a Buddy to tell:

“Is a harp seal a mammal or a reptile?”

“What habitat does the harp seal live in?”

“Does the harp seal have fur, scales or skin?”

“How many legs does the harp seal have?”

“What is the food source for the harp seal?”

After each question, enter the information on the chart, modeling the full sentence utterance:

“A harp seal is a mammal.”

“A harp seal has fur.” Etc.

Give students another opportunity to use the chart to tell their buddy about the harp seal. Rotate around the classroom listening to the oral reporting. Encourage students to use complete sentences by providing sentence frames for those who have lower language proficiency.

3. Ask students to tell you what they know about the harp seal and write the sentences in paragraph form on chart paper. Read the completed paragraph with the class. Provide instruction in reading elements that are included in the paragraph such as word recall, phonics, prefixes, suffixes, etc as needed by individual students. Proficient students can summarize the charted information in their learning journals. Others can copy the reading paragraph written by the teacher and other students can draw a picture of a harp seal and label it with the key features from the chart.
4. Ask pinpoint questions to compare harp seal adaptations to an animal from the deciduous forest. For example:
 - ✓ *“What is the source of water for the harp seal?” “For the rabbit?”*
 - ✓ *What is the source of food for the harp seal? For the rabbit?”*
 - ✓ *Are the temperatures/climate the same for the harp seal and the rabbit? How are they different?*
 - ✓ *How does the harp seal move in its habitat? How does the rabbit move? Could the harp seal live in the forest? Could the rabbit live in the ocean?”*

Encourage students to tell a buddy about animal adaptations in the animals they have researched. Collect these from the class on a class chart labeled: Animal Adaptations

5. Model the language of comparison with the two animals and provide sentence frames to enable students to retell these comparisons in buddy pairs:
 - ✓ *The harp seal eats fish, however, the rabbit eats grass.*
 - ✓ *The harp seal can swim while the rabbit hops.*

✓ *Both a harp seal and a rabbit are mammals.*

6. Provide animal cards from the four targeted habitats. Also, provide books and other informational material. Group students in buddy pairs to complete a chart on one of the four habitats. Ensure that all 4 habitats are well represented in the classroom. Differentiate the tasks so that some students may complete a chart while others illustrate and label an animal from a habitat with the key features from the chart.
7. After students have completed their charts or drawings, provide them with an opportunity to retell the information about their habitats to another student with a different habitat. Provide students with the Oral Presentation Rubric and model the aspects of an oral presentation that will receive four points.
8. Draw a large Venn diagram on chart paper and provide students with small copies. Distribute the Venn Diagram Rubric. Demonstrate how to orally compare two habitats on the diagram. Model the charting of similar information on the left side with similar information on the right side. Use the deciduous forest chart as a guide to the key features to include in the diagrams. Model the language of comparison and contrast when orally retelling the information from the Venn. Require a specific number of informational elements for each habitat.
9. Students work with a buddy to complete Venn diagrams comparing two different habitats.
10. Students practice in buddy pairs retelling the information about the habitats in preparation for reporting to the whole class.
11. Students report on the habitats in buddy pairs using their Venn diagrams (or illustrations) as support.

Independent Practice

1. Assign literate students the task of writing a comparative report on the two habitats they have described on their Venn diagrams. Distribute the grade level writing rubric during the editing phase of the writing process so that students can be aware of those elements required for the best effort.
 2. For students new to literacy, provide further reading practice of the charted reading selection of an animal (see #3 above).
 3. Provide an outline for limited proficiency students to use to create an essay about an animal. More proficient students may use a series of questions to create their essay.
- **Assessment**
 1. Use the Presentation Rubric to assess oral presentations.
 2. Use the Venn Diagram Rubric to assess Venn diagrams.
 3. Assess final essays according to grade level writing rubric.

Comparing Habitats on a Venn Diagram

Category	4	3	2	1
Information	The diagram includes five differences and four similarities for the two habitats. The information refers to the key features of the habitat.	The diagram includes four differences and four similarities for the two habitats. Some of the information refers to the key features of the habitat.	The diagram includes two/three differences and four similarities for the two habitats. The information does not always refer to the key features of the habitat.	The diagram includes one or no differences and four similarities for the two habitats. The information does not refer to the key features of the habitat.
Organization	The diagram is properly labeled and facts/differences are balanced.	The diagram is properly labeled but facts/differences are not well balanced.	The diagram is not properly labeled and facts/differences are not well balanced.	The diagram is not labeled and facts/differences are missing and not balanced.
Writing	Writing is accomplished in complete sentences with appropriate punctuation. Handwriting is legible.	Writing is accomplished in complete sentences with appropriate punctuation for the most part. Handwriting is legible.	Writing is not well formed in complete sentences. Punctuation is non-standard. Handwriting is not always legible.	Complete sentences are missing as is appropriate punctuation. Handwriting is not legible.
Scoring	Students must achieve a score of 9 or higher to pass the benchmark.			

Oral Presentation Rubric

Category	4	3	2	1
Content	Identifies five similarities and differences between the habitats.	Identifies four similarities and differences between the habitats.	Identifies fewer than four similarities and differences between the habitats.	Does not identify similarities and differences between the habitats.
Clarity of Speech	Speaks clearly and distinctly at an appropriate volume. Pronounces all words correctly. There are no hesitations in speech.	Speaks clearly and distinctly at an appropriate volume for most of the presentation. Pronounces most words correctly. There are few hesitations in speech.	Cannot speak clearly and distinctly for the most part. Speech volume is low. Pronounces some words incorrectly. There are hesitations in speech.	Cannot speak well enough to be understood because of clarity, volume of mispronunciations. There are many hesitations.
Collaboration with a Buddy	Both partners have rehearsed the presentation and have equal speaking time. Partners support each other by listening well and displaying the Venn diagram to the class.	Partners could have rehearsed the presentation to bring better organization into the speech. Partners generally have equal speaking time. Partners mostly support each other either by listening well or displaying the Venn diagram to the class.	There is little evidence of rehearsal of the presentation. One partner speaks more than the other. Partners are not attentive to each other during the presentation.	Partners have not rehearsed the presentation and do not share equal speaking time. Partners do not support each other by listening well or displaying the Venn diagram to the class.
Scoring	Students must achieve a score of 9 or higher to pass the benchmark.			

HABITAT #1

HABVITAT #2

BOTH

