**Descriptive Data:**

Grade: 3

Subject Area: Life Science

Type of Group: Whole Class

Overview: Students will work in groups to demonstrate their knowledge and understanding of habitats of various organisms through the illustration of a poster by following specific poster criteria.

**Goal:**

***Common Curriculum Goal:***

**CCG:** Organisms

Understand the characteristics, structure, and functions of organisms.

**CCG:** Diversity/Interdependence:

Understand the relationship among living things and between living things and their environments

***Oregon Grade Level Standards:***

1. Describe the characteristics, structure, and functions of organisms.

* **SC.03.LS.02** Describe the basic needs of living things.

1. Explain and analyze the interdependence of organisms in their natural environment.

* **SC.03.LS.04**: Describe a habitat and the organisms that live there.
* **SC.05.LS.05**: Describe the relationship between characteristics of specific habitats and organisms that live there.
* **SC.05.LS.05.05**: Describe the living and nonliving resources in a specific habitat and the adaptations of organisms to that habitat.

**Objectives:**

Students will work in groups to create a poster that illustrates an appropriate habitat for a specific organism that contains at least three basic needs, demonstrates the relationship between the characteristics of a specific habitat and organism, describes at least three living and nonliving resources in the specific habitat, and describes the adaptation of the specific organism to that habitat.

**Materials:**

***Teacher:***

-Pictures of animal habitats

-Poster of criteria

-Sample posters of habitats

-Brainstorm chart paper and marker

***Student:***

-Science McGraw Textbook

-Pencils

-Poster paper

-Coloring utensils

-Life science magazines

-Scissors

**Time**

***Hook:*** 2 minutes

***Activating Prior Knowledge:*** 3 minutes

***Introduction:*** 2 minutes

***Instructional/Guided Practice:*** 3 minutes

***Independent Practice:*** 30 minutes

***Assessment:*** 0 minutes (will be evaluated on day two of lesson)

***Close:*** 5 minutes

***Total Estimated Time:*** 45 minutes

**Adaptations/Modifications:**

-Pair low readers with independent readers

-Restate, repeat, retell frequently to reinforce concepts (have students partake in this)

-Provide visual samples of habitat posters

-Provide visual display of poster criteria

-Use TPR for learned vocabulary words

**Classroom/Behavior Management**

**-Reinforce/acknowledge appropriate behaviors**

-State/restate expectations

-Apply nonverbal EnVoy strategies.

**Hook:**

-Show pictures of habitats to students and ask what they see and notice.

**Activating Prior Knowledge:**

*-These pictures all show habitats o living things. What is the name we learned that define a living thing?* (organism)

*-How can we tell if something is an organism?* (develops and changes, reproduces, responds)

-Have students model the motion for the vocabulary word as they answer.

*-What do all organisms need to live?* (air, food, water, sun, space)

*-Which of our vocabulary words can describe what food gives us?* (energy)

**Introduction:**

*-Today we will be working in groups to design a poster that illustrates a habitat for an organism. The organisms we will design habitats for will be animals, insects, or amphibians. You and your group will be assigned an organism to design a habitat for.*

**Instruction and Guided Practice:**

-Show students criteria for designing a habitat:

|  |
| --- |
| HABITAT POSTER CRITERIA  Check if Yes.  *We illustrated:*  \_\_\_1. Our assigned organism  \_\_\_2. Its shelter  \_\_\_3. Where or how it gets water  \_\_\_4. What it eats (prey) and one of its enemies (predators)  \_\_\_5. A suitable ***arrangement*** (space/air)  \_\_\_6. Other interesting facts that we know  *We wrote:*  ­­\_\_\_1. Our names  \_\_\_2. Titles our poster (the title describes the kind of habitat)  \_\_\_3. Labels on our pictures  *Our finished product is:*  \_\_\_1. Outlined  \_\_\_2. Colored  *Group participation:*  \_\_\_1. We all shared our work and agreed on tasks to undertake |

-Show sample posters and ask for students’ feedback of whether the poster meets criteria. (Ex: human, snake, and penguin)

*-Food, water, and space that is arranged to meet an animal’s needs defines a habitat. Could you live in a home where the bathroom was four miles in one direction, the kitchen was 12 miles in another, and the bedroom was nine miles in yet another direction?*

*-This* ***arrangement***would not be suitable for a person.

-Brainstorm what student groups could do for each criteria (ex: basic needs, other living/non-living things)

**Independent Practice:**

-Using the information from their textbooks and life science magazines, students will work together in groups to design a habitat suitable for their assigned organism.

**Assessment:**

-Evaluation will take place during poster presentations in the following lessons.

**Closure:**

-Stop class and take survey of students’ working progress.

-Ask student groups to refer to the poster criteria to evaluate the quality and accuracy of their habitat posters.