

5E Lesson Plan

Topic: Exploring Animal Habitats

Grade Level: 3

Logistics Information:

- a. Iowa Core Essential Concepts: Life Science
- b. Skills: Understand and Apply Knowledge on Organisms and their environments

Characteristics of Effective Instruction are embedded in the learning cycle. (Student-centered Classroom; Teaching for Understanding; Assessment for Learning; Rigor and Relevance; Teaching for Learning Differences)

Background Information (What do observers need to know about our learners, classroom and school?): 18 students (2 SPED) Our school is composed of small towns and various farming communities.

Materials Required: computer, internet access, pencil and paper.

Time Period: 2 (60 min.) class periods

Name of the Unit: Living Things and Their Environments

Plan of the Unit

- a. Goals of the unit: Science: People and wildlife have similar basic needs. Animals can grow and survive in many very different habitats. Technology: Use a computer to learn new content and reinforce skills.
- b. How this unit related to the curriculum: It fits in the Life Science requirements of Iowa Core for Grade 3.

Previous Grade/Course	Current Grade/Course	Next Grade/Course
2	3	4

Objectives:

- 1) Investigate a variety of familiar and unfamiliar habitats and describe how animals maintain their lives and survive.
- 2) All animals live in habitats that provide their basic needs.

Lesson Plan: Phases in a 5E Learning Cycle (**in no particular order**) are Engage, Explore, Explain, Elaborate, and Evaluate. There may be multiple experiences in each phase. Note: headings are provided for informational purposes only, they can occur in any order; a phase may happen more than once (e.g., evaluation)

Phases of the lesson: learning activities and key questions (and time allocation)	Student activities/ anticipated student reactions or responses	Teacher's response to student reactions/ Things to remember	Evidence of Student Understanding
ENGAGE: Students will select an animal native to Iowa.	Students begin talking about their favorite animals and need to view a chart listing animals found in Ia.	Teacher generates interest in native Iowa animals and encourages student curiosity.	Students discuss what they already know and what they want to find out.
EXPLORE: 1. Where does the animal live? 2. What does the animal eat?	Students talk about their basic needs.	Teacher asks questions and listens to student interaction.	Students consider their basic needs and compare that to their animal.
EXPLAIN Students will be given reliable web-site choices to visit to gather information about their animal.	Students need to take notes on information they are finding on the web-sites.	Teacher assists students as needed.	Students record the information they find and their current understandings.
ELABORATE: Students will: 1) Give a physical description of the habitat. 2) Describe your animal and what it needs to live.	Students will write a rough draft and need teacher feedback before making a final copy.	Teacher provides students with adequate time to draw conclusions from the information they gathered.	Students make connections between animal habitats and basic needs.
EVALUATE: Students will each complete an acrostic poem about their animal and its home using the letters of the word HABITAT. EXTEND: Students draw the animal's home or habitat and compare it to where people live.	Students will need work time and possible help with spelling.	Teacher interview students as a means of assessing their developing understanding. Student work is graded with a rubric.	Students demonstrate that they understand that animal have basic needs and that they are met through their habitats. New questions may arise or a desire to learn about additional animals.

Briefly note how the characteristics of effective instruction are incorporated in the learning cycle. Problem solving, and oral and written communications are a part of this learning experience.