Model of Teaching: Concept Development

Student Teacher Name: Christal Green, Carson Suntrapak & Stephanie Garcia   Date of Lesson: 06-07-2021

Grade Level(s): 3rd grade	Subject Area(s): Science	Duration: 45 minutes
Content Standard(s): 3-LS2.C: Ecosystem Dynamics, Functioning, and Resilience - When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.		
Learning Objective: SWBAT differentiate the physical characteristics of different animals in the marine ecosystem by listing and grouping the animals through a hands-on sorting activity.		
Materials: Large construction paper with 10 quadrants, full pack of sticky notes per student, pencil		
Student Readiness Levels and Prior Learning: Students have prior knowledge about ecosystems, different animal species and their habitats.		
Student Interests and Assets: ● Students enjoy going to the ocean ● Students enjoy exploration ● Students have read books about marine life ● Students took a field trip to the Aquarium of the Pacific ● Several students are multilingual ● Students like Disney movies (i.e., *Finding Nemo*)		

LESSON PLAN SYNTAX

	Teacher/Student Script Script what you will say, ask, and do. Include anticipated student responses and actions.	**Student Engagement** Note the following: ● Differentiation & Grouping ● Explicit Language Instruction ● Instructional Strategies/Materials ● Technology Integration ● Connections to Theory
Anticipatory Set	Teacher: How much do you know about animals in the marine ecosystem? I want you to gather information that you may have learned in the second grade. Think about the marine ecosystem and what kinds of life forms you would see there. List everything you can remember about the marine ecosystem by writing it or drawing it. **CFU: Who can tell me what we are doing?** **One student will raise their hand to reiterate the instruction just given.**	**Explicit Language Instruction:** Revisit what a Marine ecosystem is. **Instructional Strategies/Materials** ● Large construction paper ● Post it ● Pencil **Differentiation:** ● Showing pictures of some marine animals **Technology Integration:** ● Jamboard ● Tablets
Listing	Teacher: Scholars, I'm going to pass out sticky notes for you to draw or write down different animals you can think of in our marine ecosystem. You will have 10 minutes to list all the animals that you can think of	

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	using your pack of sticky notes. **CFU:** **Students will raise their hand and supply suggestions on different marine life.** **Teacher: What are some ideas or thoughts that first come to your mind when you hear "marine ecosystem"?**	
Grouping	Teacher: Scholars, after looking at your list of animals in the marine ecosystem, I would like you to group them together by placing them into four different groups based on if 2 or more have similarities. Can you place two or more in the same type of group? You will see 10 quadrants on your construction paper. Place your sticky notes in each quadrant based on how many groups you made. **CFU: How many groups did you come up with? Were there any single animals that you listed that were in a group all on their own?**	
Labeling	Teacher: Scholars, you will now look at all the animals you've grouped and think of how you will label each of those groupings of animals. Remember, a label is like a title or category, so use only one word to label. You may use different colors for the labels you create. **CFU:How many grouped them together by** **-legs** **-fins** **-gills** **-claws** **-more than one fin** **-color** **-size** **-food chain**	
Regrouping	**Teacher:** Scholars, take a look at the groupings you've created again. Take a moment to think … hmmm … can the animals be grouped differently? Could some of the animals belong to more than one group? Can you put some of the same characteristics or attributes into different groups? Why would you group them that way? When I say go, take five minutes to regroup once more. Remember to use different colors to regroup if helpful. Go! **CFU:** **Scholars, what will you be doing? (Scholars will say that they will regroup animals once more and check to see if characteristics fall under more than one grouping)**	**Instructional Strategy:** ● Color coding will allow students to organize their thoughts and quickly identify items by category.

	How many minutes will you have to regroup? (5)	
	Exemplar Examples: Students may group animals by mammals, amphibians, warm blooded, cold blooded, amphibians, reptiles, birds, mammals, crustaceans, vertebrates, invertebrates, coral, etc. Students may also group by habitats, estuaries, reefs, marshes, or by other marine habitats they have prior knowledge of (glaciers, meadows, forests, intertidal, mudflats, etc.)	
Synthesizing	Teachers: Scholars, now I want you to compare with your peers and look at each other's list and groups. I want you to write a sentence or two explaining the big idea about marine animals. **CFU: Teacher will ask each group to present their sentences to the class.** **Example of composed sentence: Marine animals have different physical features that allow them to live in different habitats of the ocean.**	
Assessment	*Formative Assessment* - Teacher is repetitively evaluating students' growth and understanding of marine animals' characteristics by first checking prior knowledge by having students list all they can think of about marine life, putting the lists into groups, categorizing those groups by labeling, and then regrouping. *Summative Assessment* - At the end of the lesson, students would be able to identify marine animals alongside physical characteristics by grouping and listing ⅝ animals.	