Science Lesson Plan

BETHANY LUTHERAN COLLEGE

Name: Trevor Larson   **Date: 4-19**

Time needed: 25-30 minutes

Subject:Science   Grade: 1st

Topic: Water Habitats

Approved by Cooperating Teacher _____

Science Standards (MN) that this lesson will address:

A. Objectives / Learner Outcomes (knowledge, attitudes, skills) "At the completion of this lesson, learners will …" (Remember to use observable /measurable terms + <u>strong verbs</u>.) Label as COGNITIVE, AFFECTIVE or PSYCHO-MOTOR

Cognitive-After the lesson students will be able to describe water habitats accuretly.
Students after the lesson will be able to explain how plants and animals meet their needs in water habitats.

B. Assessment Plan: *(How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.)*

Students will successfully draw a water habitat with animals, and some possible adaptations also.

C. Multiple Intelligences: Select <u>one</u> primary(p), <u>one</u> secondary(s), and (x) for others

P verbal linguistic	____ musical/rhythmic	____ visual/spatial
____ logical/mathematical	____ interpersonal	____ intrapersonal
S bodily/kinesthetic	____ naturalistic	

D. Materials/Equipment needed:	**E. Essential Vocabulary**
Book Pencil Paper Crayons	Lake- fresh water that has land all around it. Ocean-is salty water that is very large and deep.

F. Accommodations for Exceptional Learners (those who have difficulty, ELL/ESL/LEP, LD, gifted, etc.)

G. Lesson Planning of Teaching/Learning Activities:

1. Anticipatory Set/Focusing Event/Introduction (How will you grab and focus students' attention in order to introduce the lesson?)

Yesterday we talked about how animals can have habitats on land, do all animals live on land habitats?

What are different kinds of water habitats?

How are plants and animals able to live and get what they need in water ?

Read the first sentence with the children of look and wonder. Support the fact that the earth has more water than land.

Read the look and wonder question, do all the plants and animals living in water help each other survive? Animals eat plants and use them to hide from predators.

Transition:

2. Input: Outline of instruction steps/strategies/modeling (written like a recipe)

Read what is an ocean habitat.

After reading ask which animals live in the ocean ?

How do plants and animals need each other to survive in the ocean? Animals eat plants and other animals.

How are whales adapted to living in the ocean ? Whales have thick skin to keep them warm in cold water .

How are fish adapted to living in the ocean ? They have fins and tails to swim through water.

Transition:

3. Guided Practice Activity (How will the children practice as a class or small group under your watchful eye?)

Students will create their own water environement. They will first by choosing either a lake, or an ocean habitat.

After picking, they will choose an animal that lives in the water habitat. They will then stencil in the animal in its

habitat, with some plant life around it. They will also label the animal and its adaptations.

After students will have a chance to shair and explain their water habitats.

4. Evidence of Learning: *How will you know when the learners have reached the objectives? What will a successful outcome look like? (Refer to your assessment plan)*
Students will have properly labeled the animal in the water habitat, while also properly labeling the adaptation that animal might have.

Transition*:*

5. Closure and Independent Practice for transfer/extension of learning (What will students <u>do now</u> that the lesson has been taught?)
 I want you boys and girls to go home tonight and think about how land and water habitats are

different.

H.   Evaluation/Reflection of Teaching/Learning: (By the student teacher —How did I teach?
What did I learn about my teaching/students? What specifically do I need to work on for improvement? Etc.)