

Survey of Education 5E Lesson Plan-Spring of 2018

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Unit: **Non-living v.s Living in an environment**

Grade Level: **3rd**

Length of Unit (days/class periods):**5 days**

Materials/Resources: (art supplies, props, etc.)

- **Science Journal and pencil**
- **Kahoot**
- **Powerpoint of pictures of nonliving and living objects**
- **Non Living vs living worksheet**

Technology: (projector, DVD player, programs such as Google, Edmodo, PowToons, etc.)

- **Projector for worksheet**
- **Computer for kahoot**

Essential Questions:

<http://www.slideshare.net/maryaliceosborne/essential-questions-for-students>

- **How are Living and Nonliving things alike and different?**
- **What makes something living? Nonliving?**
- **How can living and nonliving things interact with each other?**

TEKS/Lesson Targets: (Google TEKS for _____/subject area you want to teach and unit/concept within it). TEKS/Lesson Targets will vary per unit. Add more if necessary below, but you must have at least 2. Essentially, you are stating what you want the student to be able to do as a result of your lesson.

- **The student will... learn and understand what a living organism is**
- **The student will... learn and understand what a non living object is**
- **The student will... explore different objects in their environment and decide whether it's living or nonliving**

- The student will... be able to use their knowledge to identify if something is living or nonliving

Pre-Assessment: What do the students already know? How did you determine this? The students will come to the carpet with two sticky notes and the teacher will have a know, don't know, and learned chart already written on the board. The students will write on their sticky note for the know and don't know column and put it on the board and the class will discuss them. (Make sure this is an actual activity.)

5E Plan

(<https://search.yahoo.com/yhs/search?p=5E+Lesson+Plan+images&ei=UTF-8&hs part=mozilla&hsimp=yhs-002>)

Highlight Kagan Strategies in Yellow and denote like this: Kagan Strategy- You must have at least 2 within your 5E Plan, but it can be your choice as to which two you will use.

Engage (10 mins.):

- Describe how the teacher will capture students' interest. The teacher will play a brainPOP about humans and the environment which will explain the living and nonliving objects and how they interact with each other.
- What kind of questions should the students ask themselves after the engagement? What makes a living object different from a nonliving object? How could a nonliving object interact with a living object? How can you know if something is living or nonliving? Students stand up, put their hands up, and quickly find a partner closest to them to discuss with each other for each question.

Explore (15 min.):

- Describe what hands-on/minds-on activities students will be doing. The students will get with their shoulder partner at their desk and line up at the door together for the teacher to lead them outside. They will take their science journal and pencil with a Nonliving Living t-chart already made. Once they get outside, the students will need to find 5 living things and 5

non living things and write them down in their science journal. For special education students, the teacher will provide them with a premade t-chart. The students job is to pick out the objects and the teacher will help them write inside the chart. Once they get back inside they will Pairs Compare which means that one partner will pair up with another partner and discuss the 5 things they wrote and write down anything that they didn't already have.

- List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration. Why is it beneficial to have both living and nonliving objects in our environment?

Explain (20 min.):

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination? The teacher will display a slideshow of vocabulary and pictures of the characteristics of living and nonliving objects. Each student will pick a word and write the term on a notecard, define it, and draw a picture. Then, students will go around and do “quiz quiz trade” until each student understands and can explain each term.
- List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations. The teacher can ask the students to explain a scenario using at least three terms. What characteristics of the objects determine if it is living or nonliving?

Elaborate (2-3 days):

- Describe how students will develop a more sophisticated understanding of the concept. Students will pick a living object to research their role in the environment (producer, consumer, decomposer), what type of environment they live in, their characteristics, and other facts and pictures about the organism. During this project, students will round robin their ideas with their table group.

- What vocabulary will be introduced and how will it connect to students' observations? **Producer, consumer, decomposer, organism, carnivore, herbivore, omnivore, environment, population.** This will connect the vocabulary they have learned from the slide show and the observations they made when going outside, and applying to a specific organism.
- How is this knowledge applied in our daily lives? **There are living and nonliving objects all around us, so it is important to classify the similarities and interactions between them.**

Evaluation (15 mins.):

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson. **Students will play the online game, Kahoot to test their knowledge on the organisms and vocabulary that they learned during the lesson.**

Homework: Students will complete a nonliving and living comparison worksheet. The worksheet will consist of a list a six column chart. On the very left there will be a picture of an object or organism and the other columns will have a question such as does it breath, does it eat, etc. and on the very right side of the chart it will ask if it is living or nonliving.

Differentiation: How will this lesson be modified to meet the needs of all learners?

Up above, highlight (in same colors as below) where you accommodated for the following learners:

Auditory Learner

Kinesthetic Learner

Visual Learner

Special Education

ESL/ELL (English as Second Language)- DO NOT WORRY ABOUT THIS ONE!

Gifted and Talented-DO NOT WORRY ABOUT THIS ONE!

Closure: This should be an active recapping of what was taught. The teacher will play a brain pop to introduce the subject of living and nonliving things in the environment. Then they will go outside and complete a t-chart of living and nonliving objects they find. This helps them learn what the differences are between living and nonliving objects. Next, the teacher will display a slideshow of different terms and pictures to allow the students to learn some of the vocabulary and then also quiz their peers. Then, the students will do a research projects to work individually on fully grasping the concept and applying what they have learned. Lastly, the students will play Kahoot as a class in order to test their knowledge of vocabulary and concepts on living and nonliving objects. Also, they will complete homework to practice what they have learned at home.