****

**Saint Mary’s College of California**

P.O. Box 4350, Moraga, CA 94575-4350

tel. 925.631.4700 fax 925.376.8379

www.stmarys-ca.edu/soe

**LESSON PLAN #\_\_3\_\_**

|  |
| --- |
| **Learning Segment Focus or “Big Idea”: Habitat**  |
| **Grade: Kindergarten** | **Content Area: Science** |
| **Time Allotted: 1.5 Hour** | **Classroom organization: whole class/ group work** |
| **Resources and materials:**White boardMarkerShoe boxesAnimal/ Habitat cut outsConstruction paperSandPebblesGrass |
| **Content Standard(s):**3. Earth is composed of land, air, and water. As a basis for understanding this concept:a.Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. |
| **Specific Academic Learning Objectives:*** Students will learn about the different habitats that are around the world.
* At the end of the lesson, students will be able to point out specific characteristics for each habitat.
 |
| **Prerequisites:*** Students need to know the different types of weather systems.
* Students need to know the different seasons and their characteristics
* Students need to know animals live in certain places
* We will review the weather systems and seasons before the lesson.
 |
| **Academic language demands:*** Habitat, desert, forest, ocean, Arctic, Antarctica, wetlands, grasslands
* Students will use receptive listening as we discuss the different types of habitats. Students will also use productive speaking as we discuss the characteristics of the habitats and the animals that live in those habitats.
 |
| **Accommodations (to ensure all students have access to the curriculum):*** We will be using pictures to help with difficult academic language.
* We will be labeling the habitats with words
* The class will work together to spell the words using letter sound knowledge.
 |
| **Assessment:*** Students will be make diorama’s of different habitats
* I will be looking for specific characteristics that make up the different habitats
* Students will then present their habitat to the class.
 |
| **Instructional Sequence:** |
| Time20 Min | **Set or introduction:**1. Review what the seasons and weather systems are. Ask students to name the different types of weather systems and have them describe them. Record their answers on the board.
2. Ask the students where we see hot weather more. Ask them to turn and talk with a parner to discuss where we might feel hot weather more then most places.
3. Where do we see snow more? Turn and talk to a partner like we did the prior question.
 |
| 50Min | **Developing Content/Body of Lesson:** 1. On the white board, ask what you think a habitat is. Record student answers on the board.
2. Write on the board and discuss with the students, “A habitat is a home for where certain plants and animals live”
3. Discuss and show a picture of the different types of habitats and their specific characteristics (desert, forest, ocean, polar regions, wetland, grasslands). Have the students point out things in each that aren’t seen in the other habitats.
4. Do a Brief activity that will have the students describe the homes and where lions, whales, polar bears, and snakes live.
5. Discuss the diorama activity and how students will work together to build their own habitat and will use the pictures to help guide them
6. Split students into five groups of 4.
7. Students will create their habitats by using plants and animal toys that represent those areas
 |
|  | **Checks for Understanding / On-going informal assessment:**I will be at the tables while the students choose their specific plants and animals. I will be checking whether they collect items that are specific to each of their habitats. I will also be walking around the room checking in on students’ participation and if they are working together to make their specific habitats.  |
| 20 Min | **Closure:**1. Students will present their habitats to the class
2. They will describe why they placed the plants and animals in that specific habitat
3. They will describe the type of weather and seasons that are seen in the habitats
 |