

## Standards

AL.SC.3.8

STANDARD: Engage in argument from evidence to justify that traits can be influenced by the environment (e.g., stunted growth in normally tall plants due to insufficient water, change in an arctic fox's fur color due to light and/or temperature, stunted growth of a normally large animal due to malnourishment).

AL.SC.3.11

STANDARD: Construct an argument from evidence to explain the likelihood of an organism's ability to survive when compared to the resources in a certain habitat (e.g., freshwater organisms survive well, less well, or not at all in saltwater; desert organisms survive well, less well, or not at all in woodlands).

## Pre -Assessment

The students will be pre-assessed informally by discussion before the lesson.

## Materials

Corn Snake and Enclosure

Ball Python and Enclosure

Paper

Pencils

Crayons

Marker

## Objectives

### **Objectives:**

The third grade students will:

- discuss the differences in the natural habitats of corn snakes and ball pythons
- construct a backdrop that will communicate the differences in the habitats

## Purpose

### **Purpose:**

I have been discussing different types of habitats and why certain animals live in them.

## Orientation/ Anticipatory Set

### **Anticipatory Set:**

Who would like to name some examples of the habitats we have been talking about?

## Curriculum Integration

Art will be integrated in the lesson naturally because the students will have to use line, spacing, shading, etc. to create the backdrop. Technology will be naturally integrated because the students will have to use the computers to research the different habitats where the snakes are native.

## Concepts, Terms, and Vocabulary

The teacher will introduce the lesson by saying:

We all live in a certain area for a reason. Can we survive in another area? Can we find everything we need in another town? Now let's think about this in relation to animals. Do all animals live in all areas? Can animals find everything they need in all habitats? This discussion will be developed depending on the students' responses.

## Model and Demonstrate (Accommodations)

The teacher will:

- research two animals and their varying habitats.
- explain why the animals could not switch places and survive.
- explain the different components that are present in one habitat but not the other and relate it to the animal's survival.

The students will observe how the research is conducted.

The teacher will demonstrate other types of habitats and the animals that live in them.

## Guided Practice

The students will follow my demonstration with their own investigations and will research the corn snake and the ball python and their habitats.

## Independent Practice

I will observe as the students construct a backdrop for the snakes' enclosures that corresponds to their natural habitats.

## Closure

Today you have learned about the habitats of the corn snake and the ball python. Tomorrow you will explore the differences in the habitats of the Australian White Tree Frog and the Fire belly Toad.

-

## Post -Assessment

Students' learning will be assessed using the same technique that was used in the pre-assessment. The teacher will assess the students informally during discussion and from the accuracy of the backdrops they create.