

Tricia Ferguson
Science Observation
May 10, 2017

Standard:

G4.4S.C4.PO2 I can name the adaptations that help animals and plants survive.

Learning Objective:

The Highly Proficient student can identify and explain what animal adaptations are and how they use their adaptation to survive.

Blooms/DOK Level:

Cognitive Process: Analyze

DOK Level 3: Strategic Thinking

Essential Questions:

1. What is an adaptation? How do adaptations allow animals and plants to survive in their environments?
2. What is camouflage? How does camouflage help animals survive?
3. What is mimicry? How does mimicry help animals survive?
4. What is a physical adaptation? How does it help animals and plants survive in their environments?
5. What is mutualism? How does it help animals and plants survive in their environments?

Anticipatory Set:

Think back to yesterday of one plant adaptation we discussed. Think-Pair-Share with your table groups.

Direct Instruction

Using a teacher created Keynote, teacher will introduce an different animals adaptations and discussion how camouflage, mimicry, physical adaptation, and mutualism affects the survival of animals.

Modeling:

Teacher will use classroom pet frogs and hissing cockroaches to provide a hands on learning for small groups. Group will discuss the coloring, shape, and size of the frogs and hissing cockroaches to determine how they have adapted and why. Working together students and teacher will create a venn diagram of adaptation of the frogs and hissing cockroaches and compare and contrast adaptations.

Guided Practice:

Teacher will guide students as they determine what type of adaptation an animal has through a series of flash cards.

Collaboration:

Student will work together to create their own species of animal. They will include their adaptations and explain why they chose those adaptations. Students will create a R.A.F.T. and present it to the class.

R (Role) Student created species of animal.

A (Audience) A past ancestor that you chose to incorporate their adaptation from

F (Format) Diary Entry

T (Topic) Why you adapted to survive

Example:

Dear Diary,

I have started to notice changes of my appearance that are different from my grandparents.

Checking For Understanding:

Teacher will assess knowledge by monitoring student participation and responses through the lesson. Teacher will ask probing question throughout the lesson which will require the other students to disagree or agree while providing their own support. Teacher will also monitor students during independent work.

Active Participation:

Throughout the lesson, students will have group work, in which they have to work together to determine the answer. Teacher will also incorporate Think-Pair-Share, visualizations, active teaching, choral responses and peer discussions.

Closure:

What is your MVP about adaptation from today? Post it on an exit slip.

Assessment:

Teacher will perform informal assessments while walking around during collaboration and independent practice. Students independent practice will be taken as an approaching grade based on accuracy and understanding. The formative on this standard will also aid the teacher with necessary information.

Resource(s)/Materials:

Prezi

Note taking

worksheet

white board/marker

frogs

hissing cockroaches