

Candidate:	Miss Roby-Miklus	Date:	07-25-17	Subject(s):	Science
School:	N/A	Grade Level:	5	Student #:	N/A
Cooperating Teacher:	N/A				
Lesson Title:	Reptile Observation Log				
Standard(s):	5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.				
NGSS:	3-LS4-3. (3-5 standard) Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less, and some cannot survive at all.				
Objective (cognitive):	After our time with the reptile is complete, students will be able to observe situations and recognize patterns in activity of reptiles.				
Objective (psychomotor):	After our time with the reptile is complete, students will be able to record their observations in a log and see what responsibility it is to have a pet.				

Materials & Supplies LISTED:

- Reptile
- Tank
- Food
- Log book
- Pencils
- Time (multiple days)
- Computer

Anticipatory Set/ Enticement (Pre-reading & Prerequisite Skills): 15 minuets, students will be given a few options of reptiles available for our class to have as a pet. They will research the various different reptiles and vote on which one they would like to have as a temporary “class pet”.

Modeling/ Explanation (I can): 10 minuets, I will introduce the Reptile log to the class. This log will be updated multiple times a day by 2 students who will be chosen each morning. The entries in this log will be observations that the students make on the reptile throughout the day. The temperature of the environment, amount of food eaten, and activity of the reptile are all expected to be recorded in each entry.

Guided Practice/ Engagement & Exploration (We can): 5 minuets, an image of a reptile in captivity will be shown and we will create a pretend log on it. Noting the temperature of the environment, the food bowl, and what the reptile is doing in complete sentences with correct punctuation. Students then can add any personal thoughts or hypotheses for the reason of the activity of the reptile.

Independent Practice/ Elaboration (You can): 3 minutes multiple times/ per day, once our class receives the animal each day 2 students will be selected to put entries in the log. The students will rotate writing their observations whenever we have free time throughout the day.

Closure: At the end of our time with the reptile we will review the log and record any patterns, habits, or unusual activity we see. As a class we will hypothesize the reasoning for the results were.

Assessment / Evaluation: (Informal) Each student will be expected to write an entry in the log with environment temperature, food level, and activity observation. They are able to add as much as they want of other observations, but are required to write in complete sentences, with correct grammar.

Enrichment/ Extension: Students who may need more of a challenge may analyze the room temperature in the classroom compared to the temperature of the tank and make hypotheses of how the reptile may do in different environments based on what they have seen.

Modification/ Differentiation: If a student is in need of a modification for this assignment, there are a couple of options they could chose from. They could chose to have the peer that is chosen that day too to assist them in their entry and observations, or they could verbalize their observations to me at appropriate times throughout the day. Both would show the child is meeting the standard and improving observation skills.