

Small Animal Lesson Plan for 3rd grade
By: Michelle Phelan



About me and my class pet: Meet, “Einstein..” I have had Einstein for 3 years. My students absolutely love him. Last year I wrote a grant for an inside garden and grew some of his food. This year I wrote a grant for an outside garden in hopes of growing more for him and providing more hands-on learning. My students have enjoyed gardening as well as taking care of

Einstein. So, I thought it was important to teach my students about our caring for plants and animals. I will be able to do that by incorporating these lessons in to my Science, Reading and Writing curriculum.

Goal: My goal is for my students to learn how to grow, identify, and harvest the freshest, most natural nutrients, for our class pet, “Einstein,” from our very own vegetable and rabbit garden. They will learn how to maintain Einstein’s diet as well as his habitat. In addition, they will learn how to properly handle and care for him. These lessons will be ongoing throughout the 2017-2018 school year; **however, this beginning lesson will focus on the introduction of the proper care and handling, diet and habitat of rabbits. These facts will then be incorporated in to their informational writing piece.**

Standards:

English Language Arts:

LAFS.3.W.1.2- Write to convey information.

LAFS.3.W.2.5- Writing with planning, revising and editing.

LAFS.3.W.2.6- Collaborating and using technology for writing piece.

LAFS.3.W.3.7- Research that builds knowledge about a topic.

LAFS.3.W.3.8- Take notes and sort evidence.

LAFS.3.SL.1.1- Explain their own ideas and understanding.

LAFS.3.L.1.1- Command of conventions.

LAFS.3.L.1.2- Punctuation and grammar.

Science:

SC.3.N.1.7- Gain evidence from observation.

SC.3.N.1.3- Keeping records and note-taking.

SC.3.L.17.2- Plants use energy from the sun.

SC.3.L.15.1- Animal classification.

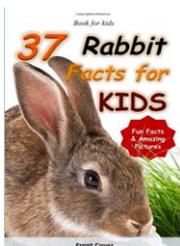
SC.3.L.14.2- Plant responses.

SC.3.L.15.2- Plant classification.

SC.3.L.17.1- How plants and animals adapt.

Prior Knowledge: Discuss the importance proper care and diet for animals. Allow students to share their, “pets,” that they have at home and what they do to tend to them. Highlight the importance of being a responsible pet owner. Together we will create a, “Proper Care of Einstein,” list and display it on the board.

Introduction: Read, “Rabbit Facts for Kids.” Allow students to ask questions as well as group discussion. I will use my, “Stem-starters,” to generate conversation (see below). I will reiterate the importance of proper care, including diet and his habitat as well as how to handle him. Introduce Einstein to the students. Model how to hold and handle him. Once the excitement subsides we will then move on to the task.



Task: Break students in to groups of three. Each group will have a part to research. I will model how to take notes for our research. Allow students to access the media center and

laptops/l pads for research. *For example: group one will research what fruits and vegetables can be grown in our garden for Einstein to eat.*

1. Research what fruits and vegetables can be grown in our garden for Einstein to eat.
2. Research proper care of rabbits and their habitats in and out of the classroom.
3. Research proper handling of classroom pet rabbits.

The next part of this lesson may take a few days as we do our research. During this time, I will model as well as walk around and assist student groups. Once students have their facts we will re-visit our, “Proper Care of Einstein,” list on the board. Do we need to add anything new? Do we need to change anything? After discussion, we will then move on to our informative writing piece. I will be utilizing the **gradual release method** with each step of writing process to encourage independence.

I do- We do- They do...

Prewrite- *Time to think- model on overhead. During this phase, we will be planning our topic and ideas.*

- Brain-storm
- Complete graphic organizers.
- Draw pictures.

Drafting- *Time to write it down- model on overhead. During this phase, we will begin to build our writing in rough draft form.*

- Organize thoughts.
- Develop our sequence.

Revising- *Time to improve our writing- model on overhead. During this phase, we will review our writing for clarity and craft and consider changes. We will pay close attention to our syntax and semantics.*

- Are my details clear.
- Read to my group, or shoulder partner, for feedback.

Editing- *Time to make things correct. During this phase, we will proofread. We will tend to any errors in grammar and mechanics and make the appropriate corrections.*

- Teacher will conference with students. (use one color to write notes).
- Students will conference with students. (use another color to write notes).
- Have students take in both set of notes from both conferences and make any necessary changes and/or corrections.

Publishing- *Time to share our writing. During this phase, we will work to make our writing piece appealing and inviting to our audience.*

- Students will read to their final piece to their audience.
- Students will choose background then incorporate that in to their green-screen. I've attached a QR code so that you can view an example of a green-screen project with one of my students from last school year. Just scan the QR code

to view. You need to have Seesaw downloaded to view video.



- We will then upload to our class blog for their peers and families to see.
- We will have these ready for Open House.

Students will be assessed on their final project using the informative writing rubric. See below

Extensions:

- We will be teaming up with, “Sophie’s Circle,” for a food drive for animals. Call the newspaper.
- We will also be working with the Southeast Humane Society to build buddy reading. My students will be visiting and reading to/with the animals there.
- I have a service dog that comes once a week and my students go and read one on one with the him. They LOVE this.

Rubric	3	2	1
Introduces Topic	<ul style="list-style-type: none"> • Topic is clear. • Demonstrates strong understanding of topic 	<ul style="list-style-type: none"> • Topic is mentioned. • Demonstrates understanding of topic. 	<ul style="list-style-type: none"> • Topic is not introduced. • Does not understand topic.
Organization	<ul style="list-style-type: none"> • Organizes information in a clear format. 	<ul style="list-style-type: none"> • Organizes information, but paragraphs are not complete. 	<ul style="list-style-type: none"> • No paragraph structure.
Evidence based facts	<ul style="list-style-type: none"> • Clearly supports facts with details. 	<ul style="list-style-type: none"> • Somewhat supports facts with details. 	<ul style="list-style-type: none"> • Does not support facts with details.
Conventions	<ul style="list-style-type: none"> • Capitalization and grammar used correctly. 	<ul style="list-style-type: none"> • Capitalization and grammar with some mistakes. 	<ul style="list-style-type: none"> • Capitalization and grammar not used correctly.

Stem Starters-

Make a Prediction · I predict that... · I bet that... · I think that... ·
then I bet the next thing that happens is... ·
Reading this part makes me think that this _____ is about to happen... ·
I wonder if...

Ask a Question · Why did... · What's this part about... · How is
this like this · What would happen if... · Why... · Who is... ·
What does this section mean... · Do you think that... · I don't
get this part

Clarify Something · Oh, I get it... · Now I understand... ·
This makes sense now... · No, I think it means... · I agree with you. This
means... · At first I thought ____, but now I think... · This part is really
saying...

Make a Comment · This is good because... · This is hard because... ·
This is confusing because... · I like the part where... ·
I don't like this part because... · My favorite part so far is... ·
I think that...

Make a Connection · This reminds me of... · This part is like... ·
This character is like _____ because... · This is similar to... ·
The differences are... · This character makes me think of... ·
This setting reminds me of...