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| **1. Teacher Name:** | Vanessa Cicero | **2. Course/Content/Grade:** | 3rd Grade |
| **3. Unit/Module/Topic:** | Smart Solutions/Adaptations | **4. Plan Duration:** | 1 week |
| **5. Core Standard(s):** | SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.  L.3.1 Demonstrate command of the conventions of standard English grammar and usage when speaking or listening. | **6. Objective(s):** | The students will be able to…  \* Use animal adaptations to help influence and strengthen their ability to form smart solutions.  \* Identify and define authentic problems  \* Collect and analyze data to identify solutions and/or make informed decisions  \* Write opinion pieces using organized |
| **7. Essential Vocabulary:** | Adaptations, problems, solutions, | **8. Inter-Disciplinary Connections:** | Writing/Science |

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| **9. Assessing for Student Learning:** | Animal Adaptation quiz and Research Graphic Organizer |

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| **10. Technology Integration:**  **(When applicable)** | **Teacher Use:** | Projector, Document Camera, Computer, Internet | **Student Use:** | Google Slides, Kahoot, |

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| **11. Area for Content Specific Additions** |  |

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| **12. Pacing**  **(mins.)** | **13. Lesson Sequence**  **(What You Do When: Including Explicit Instruction/Guided Inquiry)** | **14.**  **DOK Level** | **15. Grouping and Scaffolding Structures (including interventions for diverse learners)** | **16. Engagement & Checking for Understanding**  **(OTRs: What will students be saying,**  **writing, reading & doing)** |
|  | How do animals use smart solutions?  Day 1: (20minutes)  \* Teach adaptations. You can use Brainpop videos: (<https://jr.brainpop.com/search/?keyword=adaptations)>  Day 2: (40 minutes)  \* Sign up for the Anaimal Adptations Virtual Field Trip through Microsoft  (<https://education.microsoft.com/Story/VirtualFieldTrip?token=8b4ec>)  Day 3:(40 minutes)  \* Students are grouped into groups of 3. Each group picks an animal. The students research their animal and describe it's adaptation and why it's important to their survival.  \* Students made a Google Slide Presentation to share about their animal and why/how it has adapted to help it survive.  Day 4: (40 mintues)  \*Students share their Animal Adaptation Presentations.  Day 5: (10 minutes)  \* Give Animal Adaptation Kahoot Quiz. | 2  2 | Whole Group  Small Group  Independent | How do you solve problems?  \* Think, Pair, Share during the Brainpop Video to discuss animal adaptations and why they are important  \* Students will create a drawing of a local animal to share with the Virtual Field Trip Presenter.  \* Interact and ask questions during the virtual field trip.  \* Create Google Slide Presentation about Animal Adaptations.  \* Share Animal Adaptation presentation with the class.  \* Take the Kahoot Animal Adaptations quiz |

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| **17. Closure:**  **(Students reflecting on their learning and providing feedback on their understanding to the teacher)** | \* The students will write a brief exit ticket explaining what they learned from that weeks lessons on Animal Adaptations. They will also reflect on their performance as a group member. Evaluating their collaboration, cooperation, and commitment to the project. |
| **18. Feedback to students:**  **(Teacher providing feedback to students on their learning and growth)** | \*The students will receive automatic feedback through the Kahoot quiz and the teacher will conference with each group before they present their Google Slides presentation. The teacher will give constructive criticism to help improve the groups presentation. |