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| **Name: Molly Rice**  **Lesson Title: How Are Living Things Grouped?**  **Grade level(s)/Course: 4th Grade**  **Date taught: Wednesday September 11th** |

**GENERAL CONTEXT**

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| **Textbook or Instructional Program referenced to guide your instruction (if any)**  **Title:** Science (The Diamond Edition)  **Publisher:** Pearson Education  **Date of Publication:** 2008 |
| **District, school or cooperating teacher requirement or expectations that might influence your planning or delivery of instruction.**  N/A |
| **Amount of time devoted each day or week in your classroom to the content or topic of your instruction.**  Four Days/Week 30-45 minutes depending on the day |
| **Describe how ability grouping or tracking (if any) affects your planning and teaching of this content.**  There are different reading levels, which could affect reading the textbook. |
| **List any other special features of your school or classroom that will affect the teaching of this lesson.**  SmartBoard is available. |

**INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS**

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| **Total students\_\_\_\_19\_\_\_\_\_ Males\_\_\_7\_\_\_\_\_\_\_ Females\_\_\_\_12\_\_\_\_\_\_** | | |
| **Students with Special Needs: Category** | **Number of Students** | **Accommodations and/or pertinent IEP Objectives** |
| **Students with IEPs** |  | **NOTE: N/A yet waiting for final IEPs.** |
| **English Language Learners** | **1** | **Read aloud to them and/or assist them with spelling.** |
| **Gifted** |  |  |
| **504** |  |  |
| **Students with autism or other special needs** |  |  |
| **Students with Behavioral Disorders** |  |  |

**INFORMATION ABOUT THE LESSON**

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| **Content Strand (based on the Next Generation Science Standards NGSS)** NGSS.4.LS1.A Structure and Function: [Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)](http://www.nap.edu/openbook.php?record_id=13165&page=143)NGSS.4.LS.1/NGSS.4.LS1.2 [Systems and System Models](http://www.nap.edu/openbook.php?record_id=13165&page=91): [A system can be described in terms of its components and their interactions.](http://www.nap.edu/openbook.php?record_id=13165&page=91) | |
| **Enduring Understanding and/or Essential Question**  How are all the different living things grouped? | |
| **GLE(s) or EOC and Symbolic Notation**  CCSS.SL.4.5  NGSS.4.LS.1/NGSS.4.LS1.2  NGSS.4.LS1.A | **DOK**  2, because the students are learning how to classify living things. |
| **Outcome(s)**  Students will be able to:  1) Understand that living things are different, but share similar structures.  2) Describe a characteristic of an organism that could help determine which kingdom the organism belongs to.  3) Understand that Kingdom is the classification group and genus and species are the smallest two classification groups that give an organism its name. | |
| **Academic Language related to the lesson**   * Classify * Kingdoms * Genus * Species * Ancient Bacteria * True Bacteria * Protists * Fungi * Plants * Animals | |
| **Prior Learning/Prior Thinking**  The students know that all living things are made of cells, but plant and animal cells are different. They know how plant and animal cells are different. In this lesson they will build off of this and learn how all living things are classified. | |

**LESSON IMPLEMENTATION**

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| **Anticipatory Set/Elicit Prior Knowledge**  Have the students get out their pencil box. Tell them they are to sort common objects together. Ask students to give reasons for their classification. |
| **Focus/Purpose Statement**  The students will be able know that all living things are classified into different groups and all organisms in the same group have common characteristics. |
| **Procedures**  1. Have the students get out their pencil box. Tell them they are to sort common objects together. Ask students to give reasons for their classification to the members in their group.  2. Explain to the class that today we will be learning about how all living things are classified based on their different characteristics.  3. Pass out the handout “How are living things grouped”. Have the class independently do the top before you read section.  4. Read page 10 to the class out loud. Highlight the word Kingdom to the class and remind them that this is the largest classification group.  5. Discuss the picture on page 11. Explain that scientists today classify organisms on more than just these six kingdoms.  6. Read the directions on the handout together to clarify and answer any questions.  7. Have the class read page 12 and 13 independently and do the rest of the handout to check for understanding. When they are done, they are to finish any unfinished science work or read.  8. Watch a video (<http://www.youtube.com/watch?v=vqxomJIBGcY>) to review concept of classification.  9. Share something you learned or something you didn’t understand in the reading that you learned in the video to your group. |
| **Differentiation**  If the students do not understand the textbook very well show the video first. For the ELL learner, be available to read out loud to him and explain what the book is saying to him. |
| **Closure**  Have someone in each group share something they learned today about classifying living things. |
| **Materials and Resources**   * Science textbook * How are living things grouped? Handout * Pencil boxes * Smartboard * Video |
| **Classroom Management/Democratic Practices**   * When doing any whole group discussions or activities all students must raise their hands to speak. * Make sure the students have something to do when they are done with the handout. * When sharing things with your group make sure you give everyone a chance to share something. |

**ASSESSMENT**

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| **Before the lesson**  Look at how the students did on the before you read section of the handout to assess where the students were at prior to the lesson. |
| **During the lesson**  Collect and grade the rest of the handout to formally assess that the students comprehending what they were reading. |
| **At the end of the lesson**  Observe what the students are sharing with their groups about what they learned today. Take note if there are any misconceptions that you need to fix. |