EDTL 320
Lesson Plan

Name: Megan Smith
Grade: 3
Date: October 4, 2002
Subject/Topic: Science

Teacher’s Initials: ____________  Date: ____________

Endangered Animals (presentation)

II. Objectives
• Students will be able to analyze animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.
• Students will be able to discuss technology in classroom and use technology tools for learning.
• Students will be able to use technology in the classroom.
• Students will be able to engage in online learning.

III. Resources
• Magazines and books (pertaining to endangered animals)
• Poster board (one for each group)
• Markers
• Folders (one for each group)
• Worksheets (3)
• Computers (Internet access)

IV. Procedures
A. Readiness/Motivation for Lesson
   Allotted Time: 15 minutes
   • The class has is almost finished with their unit on endangered species in science class.
   • We will do a brief review of the things that they have learned about endangered species up until this point in the unit.
   • Have a class discussion about the zoo (who has been there, things that they saw, what they liked the most, what are some reasons that we have zoos…etc) (activating prior knowledge).
   • “Wow, we have cover a lot of material about these different animals. Now, it is going to your turn to collect information on one animal and teach the class everything that you have learned about that particular endangered animal. We will be working in small groups for this project.”
   • “We are going to be conducting a research project. As a group, you will find out different facts about this animal (pass out worksheet #1). Use this worksheet as a guide. Answer the
questions, and you can write directly on this worksheet. DO NOT
LOSE THIS WORKSHEET; if you have all of your information
on it and you lose it…you will have to start over.
• “We will be using different resources to find our research. There
are magazine located on the heater which talks about endangered
animals, there are books in the back of the room in crates, all on
different endangered animals. We will also be going on the
internet to find information about these animals.” (collecting data)
-If we only have access to the computer lab, I would have
the students work by themselves in the computer lab
searching the web to find their information. I would have
them meet first in their groups and figure out which student
is going to be responsible for answering which questions
(this way I know that all the questions will be answered in
detail before they leave the computer lab).
-If I have access to 4-6 computers in my classroom, I would
let half of the groups work together at the computers at one
time (about 3-4 groups at the computers) and the other half
could be working with their groups, looking through the
books and magazines.
-If I only have one computer in the classroom, only one
group can search the Internet, while the other groups look
at the books and magazines.
• The students can pick their own groups for this project (3 students
in each group). Since the students sit in pods, I will pick one pod
at a time, and those students can pick their partners. I will then
give the students worksheet #2, which they will use to pick which
endangered animal they will research as a group (only one group
can do a particular endangered animal, no repeats, first come first
serve).

Transition: “Ok class, get with your partners and decide what
endangered animal you ALL want to research. When you have decided,
one student from your group needs to and tell me what animal you ALL
decided to research.”

B. Focus

Allotted Time: 60 minutes
(probably a two day lesson)

• The students will work together researching their animal.
• They will be using the Internet (following worksheet #3, looking at
that particular website) (step-by-step instructions) depending on
how many computers will depend on the how long the students get
to search or how many days I will give them for this part of the
project (one or two days is all it would take. I want each group or
student to spend about a half hour to 45 minutes at the computer
researching and discussing their animal).
The students will also have books and magazines to look through when they are not at the computer.

Students will work together to complete their research using worksheet #1.

I will be walking around, monitoring groups, asking questions, answering questions, joining in on groups for very brief periods of time during this process.

When they have all of their research they can start on their poster board which will be used during their presentation.

Transition: “Once your group has found all the information I have asked for about your animal, you can start on decorating your poster board. You group decides on how the poster board will be designed. You can draw a picture of your animal, write some of the information you found about your animal, it is up for your group to decide how you ALL what it done.”

C. Closure

Allotted Time: 20 minutes

- When students are finished with all their research and poster board, they will present their information to the rest of the class (presenting the results)

- Each group will be graded on the content found during their research process, how I saw them working together, and their overall presentation (rubric) (authentic assessment).

Follow-up:
A great follow up to this project would be for the students to create a database together with all the information that they have collected. Then the students could see all the information about those animals together. They could find similarities and differences, and then they could propose their own theories about why these particular animals are endangered. That could turn into a writing assignment very easily (supporting activities).

Modifications for students with disabilities and assistive technology:
• For students who might have visual impairments, one resource I could use would be to have a speech output on one of the computers.
• For students who might have motor impairments, I would look into resources that would accommodate that student’s need. One example for a student with fine motor disabilities could be using a keyguard in conjunction with a program such as Easy Access.
• For students who may have hearing loss, I could make cards, making step-by-step direction of the lesson, and either posting them in the room (probably laminating the actual signs or words, depending on their reading ability, and then sticking them on in order on the chalkboard). This would actually be helpful to the entire class. Also, for the presentations, I could either sign what the children were saying or having them create pictures on their poster boards, covering the material researched. They could even use clip art, or a software program that translates the English vocabulary into sign language and use that in their presentation also.

***Examples of the NTeQ model are in parentheses, italicized and bold style font throughout the lesson.

Name: _________________
Computer Room Assignment

1. Go to the e and get on the Internet.

2. Type in
   http://www.kidsplanet.org/factsheets/map.html

3. Scroll down the page-under where it says:
   What is the Endangered Species Act?

4. There you will finds lists of all of the endangered animals.

5. Find the endangered animal your group has picked to research.

6. Click on that animal.

7. Answer the questions on the other page for your report.