

## Alice Lesson Plan: What is a Habitat? GPS Lesson Plan

<b>Title</b>	<b>What is a Habitat?</b>		
<b>Teacher(s)</b>	<b>Mrs. McRae-Jones</b>		
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<b>School</b>	Scott Elementary		
<b>Lesson Title</b>	<b>Turtle Bay</b>		
<b>Grade Level</b>	3 <sup>rd</sup>	<b>Concepts(s) Targeted</b>	Habitats; Key details, moral of story
<b>Performance Expectation</b>			
<p>Work in small groups to evaluate how Jano San used science and technology ideas in the story and design a poster or a scene in the Alice 2.4 programming software or other multimedia presentation that explains additional ways others can help protect the coastal habitat. Scenes or poster can focus on key details and the moral or lesson of the story.</p>			
<b>Science &amp; Engineering Practice</b>	<b>Disciplinary Core Ideas (Content)</b>	<b>Crosscutting Concept</b>	
Students construct explanations of what happened in <i>Turtle Bay</i> and then work together to design a poster or a scene in the Alice 2.4 programming software or other multimedia presentation that specifically addresses some of the problems that were evident in the book.	Create or design a scene or poster that informs others how to protect Earth's resources and environment.	Evaluate the techniques used by Jano San and improve the strategies and technologies to increase the environment's benefits and decreases its risks.	
<b>Georgia Performance Standards</b>			
<p><b>ELAGSE3RL2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>ELAGSE3RI2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p><b>ELAGSE3RL5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>S3L1.</b> Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p>			

## Safety Considerations – n/a

### The Learning Plan:

**ENGAGE: Ask:** Can all animals and plants live in any part of Georgia? Complete a KWL Chart.

**EXPLORE: Ask:** Have you ever been to the sea or ocean? Where have you seen turtles? Then Read *Turtle Bay* by Saviour Pirotta.

**EXPLAIN:** Allow students to make connections to the book. Student and teacher will have a discussion about animals and plants living in any part of Georgia.

**EXTEND:** Teacher and students will write an informational piece (whole group) about sea turtles.

**EVALUATE:** Complete Shape-Up Review: In each shape, students will write one thing they liked about the lesson, four main points of the lesson, 3 things they liked about the lesson, and 1 sentence summarizing what they learned about the lesson.

### Title of the Lesson: Turtle Bay

#### Lesson Logistics/Materials

Students work as a whole group, then work individually. The teacher will need access to the Promethean Board and LCD projector. Students will need to complete a Story Map.

#### Opening/Hook/Initial Focus:

Teacher will ask the following question: Can all animals and plants live in any part of Georgia? **(This question allows me to clear up any misconceptions through this lesson and throughout the unit by having sense-making conversations.)** Teacher will provide students with enough wait time to answer the question. Then, teacher and students complete a KWL chart.

#### Work Session:

During reading the teacher allow the students to make connections to the book. The teacher and students will discuss the questions that were asked during the introduction. The teacher may want to list the questions on a piece of chart paper. The vocabulary words will be discussed before reading and during reading. The teacher will use the words in context as they appear in the text and then review the definitions that were given for each word before the book was read. After reading the book or even a page, have the students help to answer the questions. This will help build a knowledge base for the students as they learn this concept.

Students will work individually on their story map. For intervention students, they can work in pairs.

**Closing:** As a result, I will check for understanding by having my students complete a Shape-Up Review by telling me 1 thing they loved about the lesson, 4 concepts that were important in the lesson, 3 things learned from the lesson, and 1 sentence summarizing what they learned.

### **Documentation of Resources**

- Sea Turtles: The Kids' Times <http://www.nmfs.noaa.gov/pr/education/turtles.htm>
- Tracking Sea Turtles: <http://www.projectview.org/trackingseaturtles.htm>
- Sea Turtles: Survival Challenge:  
<http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/displayunit.asp?unitId=253>