Wartburg College Lesson Plan Outline

Candidate:	Claire Schroeder		Date:	07-13-18	Subject(s):	Reptiles/Amphibians
School:			Grade Level:	3-5	Student #:	

Cooperating Teacher:	
Lesson Title:	Reptile and Amphibian Characteristic's
Standard(s):	3–LS3–1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
NGSS:	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

Objective (cognitive): After this lesson, students will be able to describe reptiles/amphibians traits/characteristics with 80% accuracy.	
(affective): After this science lesson, students will be able to tell which animals are amphibians/reptiles when they see them.	
(psychomotor): After this lesson, students will be able to go to zoos and pet stores and know which traits make an animal a reptile or amphibian.	

Materials & Supplies LISTED:

- Lined paper
- Poster paper
- Markers
- Pens
- Venn diagrams

Anticipatory Set/ Enticement (Pre-reading & Prerequisite Skills) (5 min.):

- Students will have two minutes to come up with a list of amphibians and reptiles. They will then get with a partner and go over their lists and add/remove things to their lists.

Modeling/ Explanation (I can) (15 min.):

- I will have 2 pieces of poster paper on the board – one labeled amphibians and the other reptiles. We will begin a list of characteristics/traits for each animal. I will start by listing and explaining the different characteristics then will have students give their ideas. Students will be taking their own notes as we go.

Guided Practice/ Engagement & Exploration (We can) (7 min.)**:**

- After listing and explaining the characteristics of amphibians and reptiles students will get back with their partners and edit their lists again. We will then come back together as a class and each group will list one animal from each list and explain why that animal is a reptile or amphibian. If students are confused, we will go back over the differences.

Independent Practice/ Elaboration (You can) (10 min.)**:**

- Students will pick one animal of their choice. They will say if it is a reptile or amphibian and then list its characteristics/traits and draw/color a simple picture of the animal. Students will turn these in when finished.

Closure (5 min.)**:**

- We will go around the class and each student will name one amphibian or reptile with no repeats.

Assessment/ Evaluation (7 min.)

- Students will fill out a Venn diagram over reptiles and amphibians.

Enrichment/ Extension

- Students can do two animals instead of one in their independent practice.

Modification/ Differentiation:

- Students that are struggling can have some parts of their Venn diagram already filled in for them.
- Students who are beyond this point can further their learning by finding a book about a reptile or amphibian and write a short paragraph about what they learned.

Resources:
- www.iowacore.gov
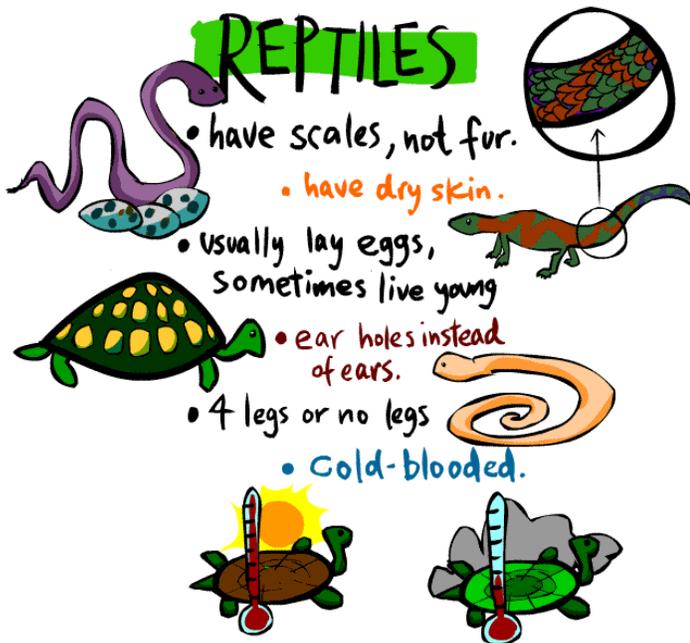- https://www.nextgenscience.org
- www.study.com
- www.bing.com

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Examples of posters:

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Name: _____

Reptile   Both   Amphibian