

Teacher: J.Cole
 Course: Middle School Science

Title: Bearded Dragon
 Grade(s): 6-8

Date: April
 Period(s): 3,4,6,7

D e f i n i n g S u c c e s s	OBJECTIVE: What will your students and be able to do by the end of class?	
	SWBAT: Research information about bearded dragons using different types of technology. SWBAT: Observe classroom bearded dragon and document observations. SWBAT: Share research with follow classmates (Presentations) SWBAT: Read/research information on acceptable websites, lists, and books. SWBAT: Write down facts, record observed information, and document changes found while observing class pet-bearded dragon. SWBAT: Students will watch and listen to 2 short Youtube videos about Bearded Dragons. SWBAT: Visually observe classroom bearded dragon's behaviors, patterns, habitat, etc.. SWBAT: Orally share their research and observations with class.	
AIM: Essential Questions(s) / Statement(s)		
What is a Bearded Dragon? What is a Bearded dragons native habitat? What do Bearded Dragons eat? How long do they live? How big do bearded dragons get? What materials do you need to have one as a pet? What are some important thing we need to know in order to keep a pet bearded dragon in the classroom? What are some responsibilities classmates will need to know and do in order to keep our bearded dragon safe and healthy?		
ASSESSMENT: How will you know concretely that all of your students have mastered the objective?		STANDARDS/KEY POINTS: What three to five main ideas or steps will you emphasize in your lessons?
Successful completion of NYS Grade 8 Test questions		<i>MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.</i> <i>MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</i> <i>MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</i>

L e s s o n C y c l e	OPENING: How will you focus, prepare and engage students for the lesson's objective?	Vocabulary
	Teacher asks the class "How many of you have a pet or had a pet in the past?" Teacher will lead a brief discussion about their experiences and how they feel about having or not having a pet. Teacher will then ask how many have had a reptile at a pet?" and again have students briefly discuss how they feel and their experiences. Next, the teacher will show the class a part of a short Youtube video about Bearded Dragons. This will get the attention of the students. https://www.youtube.com/watch?v=FDfXdS4FtGA The teacher will explain that the class will be learning all about bearded dragons in	bearded dragon native habitat UVA/UVB rays substrate Australia behaviors patterns

<p>order to be able to properly take care of their new class pet. Some students will be very excited and other not so much. Teacher will explain that by learning everything we can about bearded dragons, we may change our minds about how feel and ask that everyone keep an open mind.</p>	
<p>INTRODUCTION OF NEW MATERIAL: How will you convey the knowledge and/or skills of the lesson? What will your students use to process this information?</p>	<p>Rubric/ Grading</p>
<p>Teacher will explain that students will be placed into pairs and singles. Each pair or individual will have a topic about bearded dragons and they will have to do research and make observations using the class bearded dragon. The teacher will model how and where students will complete their research. Once the bearded dragon joins the class, each pair will have an assigned time to work with the class bearded dragon. The teacher will oversee this task.</p> <p>Group 1: What is a bearded dragon? -Describe characteristic Group 2: What is a Bearded dragon's native habitat? -Describe the country they originate from and their surroundings Group 3: What do Bearded Dragons eat? -Create a list of foods that are good and a list of foods that are bad (Types of insects, vegetables, fruits, etc..) Group 4: How long do bearded dragons live for in the wild and in captivity? -Explain the differences and why if there is a difference between age in captivity vs. wild. Group 5: What are some important thing we need to know in order to keep a pet bearded dragon in the classroom? -Create a list of important materials needed to have a bearded dragon as a pet in the classroom Group 6: What are some responsibilities classmates will need to know and do in order to keep our bearded dragon safe and healthy? -Create procedures and rules for classmates to abide by in order to keep the bearded dragon safe and healthy.</p> <p>Every group will get a chance to observe the skin under a microscope, observe the bearded dragon being fed crickets and vegetables in his habitat for ten minutes and record their observations. The teacher will measure the bearded dragon modeling how to hold him properly. Eventually, students will be assigned jobs to feed and clean the bearded dragons habitat.</p>	<p>4. Excellent Mastery 3. Successfully Achieved 2. Competent Average 1. Struggling Immersion</p>

<p>GUIDED PRACTICE: In what ways will your learners attempt to explain or do what you have outlined? How will you coach their performance?</p>	<ul style="list-style-type: none"> ● Materials ● Supplies ● Equipment
<p>Direct the students to start the activity. Teachers will help each group get started and answer any questions 1. Students will have certain locations in the classroom to report to and work in their group to complete their objective. 2. Students are given many options to how they would like to record and present their information. They can use poster board, Google slides, Adobe Spark, as well as approved items by the teacher that students may think of.</p>	<p>smartboard chromebooks bearded dragon rulers hand lens poster supplies</p>
<p>CHECKING FOR UNDERSTANDING: What activity will be introduced to your students allowing them to display comprehension of introduced content <i>before</i> beginning larger in-class assessment under independent practice? (Mid-Instruction Assessment)</p>	<ul style="list-style-type: none"> ● Materials ● Supplies ● Equipment

Teacher circulates among the groups to monitor progress and provide hurdle help.	notebooks
INDEPENDENT PRACTICE: In what ways will your different learners attempt the objective on their own? How will you gauge mastery?	Differentiation
Students will have 35 min. to work in groups to gather their information and prepare for it to be presented. Presentations will be completed toward the end of the week.	Pair higher functioning students with lower functioning students
CLOSING/SHARING: How will you have students summarize what they've learned? How will you reinforce the objective's importance and its link to past and future learning?	
Students will present their objectives by the end of the week. Students will be required to take notes during each presentation. After the presentations, a worksheet with the main questions for each group will be presented and students will complete this. Students will be allowed to work with each other. Teachers will rotate through the class to make sure students stay on task and are working together.	
NEXT STEPS/EXTENSION/HOMEWORK:	
climate and weather	