Teacher: Mrs. Elizabeth Gonzalez

Class: 6th grade Science

Date: 5 days (may adjust according to IEP, student modifications or accommodations)

Content Objective:

- Independently research bearded dragons with technology by properly following all technology use safety rules.
- Observe Travis' (class bearded dragon) behavior in the classroom and document information.
- Collaborate with group about each other's findings.

Science TEKS:

6.12C Recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains.

6.12D Identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms.

Reviewed previously learned material:

In the past few weeks, we have spent time learning identifying organisms and environments. Organisms within the taxonomic grouping share similar characteristics which allow them to interact with the living and nonliving parts of the ecosystem.

We have also got to know or pet bearded dragon and have created a bond between the pet and the students. Both the pet and the students are comfortable interacting with each other. Students are now able to observe the per even closer and with more confidence as well as not making the pet uncomfortable.

Science Procedures

Lesson Starter:

- Students will watch a short video about bearded dragons.
- Once they see the video, students will then have one minute to list on a notecard as much information they can about what they know about bearded dragons, and one thing they would like to learn.
- Teacher will then put students in groups of 3-4. Students must follow team-work rules and team-work rubric.

Notes: Day 1

1. Students will take notes on how an organism is classified.

2. Students will use their prior knowledge on characteristics of organisms to understand classification of organisms.
3. Students will create a foldable identifying the different domains and kingdoms.
4. Students will take notes on characteristics of each kingdom and domain.
5. Students will use this foldables to help them with her assignment.

Guided Practice: Day 2

1. Teacher will create cards that will include pictures of organisms with a brief description of their characteristics.
2. The second set of cards will include all kingdoms and domains.
3. Students will first have to organize all kingdoms and domains.
4. After the students have correctly organized the kingdoms and domains, students will organize their organisms under the correct kingdoms and domains.
5. Teacher will actively monitor students and listen to student's conversations and clarify any misconceptions.

Independent Practice:

Research: Day 3

1. Students will research information about bearded dragons.
2. Students will then share their research information with their group. They will gather all of the data.

Identifying Organism: Day 4

1. Students will create a diagram classifying the bearded dragon.
2. Students must draw a diagram and label (explain) all the characteristics of the bearded dragon.
3. Students will answer the following questions:
    a. Is your pet dragon prokaryotic or eukaryotic?
    b. Is your pet unicellular or multicellular?
    c. Is your pet autotrophic or heterotrophic?
    d. What mode of reproduction does your pet have sexual or asexual?
    e. Classify your pet in the currently recognized Domain and Kingdom.
4. The diagram must be labeled with all the information, neatly organized, colored.
5. Students will thein describe their diagram with short written description.

Review/Assessment: Day 5

Students will present their final project to the class. The audience will have to take notes and write anything new that they learned from someone else's presentation that they did not have in their presentation. Students will have to follow presentation rules and guidelines.