

Inquiry Lesson Plan

Student Teacher Marguerite Slavin		Date: 11/20/2020
Unit Title: Inheritance and Variation		Age/Grade Level: 3rd
Lesson Title: Patterns and Differences in Traits		Order in Learning Segment: 3
Total # of Students: 20	# IEP Students: 1	# ELL Students: 2

PREPARATION

Context of the Lesson:

- The third-grade students are in one classroom throughout the day (other than lunch and Specials). The class includes 20 students – 12 girls and 8 boys. There is one male IEP student who has ADHD, he has hard time staying focused during power points or anything not hands on. There are two ELL students; a male who has moved to the area in the first grade from Puerto Rico, he only really has trouble with grammar when writing and also comprehension when reading alone. The female ELL student moved to the area from Puerto Rico last year and still has trouble speaking and reading English. There is not a teaching assistant, the male ELL student who is more advanced often helps the Female ELL student. When needed these students are given more time one on one to make sure they have grasped the lesson.
- The essential question for this unit is “Why do offspring resemble their parents?”. The main idea for this lesson is to have students identify and describe the different life cycles of animals and plants. They must recognize the patterns in different organism life cycles. Students will be able to see all life cycles have birth, growth, reproduction, and death in common.
- This is the third of five lessons in the unit. Students will have prior knowledge of life cycles and animal groups. Students will be expected to analyze and interpret which traits come from which parent.

Academic Language: Traits, Variation, Heredity, Population, Characteristics

Language Demands: Analyze, Interpret, Discuss

Assessment Plan:

Objectives SWBAT:	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom’s Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
<ul style="list-style-type: none"> • Students must match or identify the parent and their offspring or what trait comes from which parent. At least 70% of the class must be correct. <p>CCSS: CCSS.ELA-LITERACY.SL.3.3</p> <p>NGSS: 3-LS3-1.</p>	Formative	Students will then get white boards and will answer varying multiple choice/matching questions on the power point Questions will consist of matching the parent to the offspring and what trait came from which parent.	Analyze Apply	<p>ELL – will get power point printed in Spanish</p> <p>IEP – will be given silly putty if fidgeting becomes excessive</p>
<ul style="list-style-type: none"> • Students must correctly identify what trait comes from which parent and give evidence on why. Students must get 70% of the questions correct 	Formative	Students will then be showed a picture of parents and their offspring Students will be given some time to write a journal entry on why the offspring looks the way it does, and what traits were	Analyze	ELL- will get extra time if needed

SERVICE | ACADEMICS | LEADERSHIP | TEACHING

Nyack College School of Education

Rockland Campus - 1 South Blvd., Nyack, NY 10960 | (845) 675-4512

Manhattan Campus - 2 Washington St., New York, NY 10004 | (212) 625-0500, ext. 6128

Inquiry Lesson Plan

CCSS: CCSS.ELA-LITERACY.SL.3.1.D		given to the offspring from each parent.		
NGSS: 3-LS3-1.				
<ul style="list-style-type: none"> Students must correctly draw what is described and correctly match the traits to the parents. Students must get at least 70% of the worksheet correct 	Summative	students will be given a flower worksheet where they have five descriptions. Students must draw what is described, after all drawings are finished students must analyze the drawings and decide where the traits came from.	Analyze Evaluate	<p>ELL – can work in back with me if needed</p> <p>IEP – should be fine since it is very hands on</p>
CCSS: CCSS.ELA-LITERACY.SL.3.3				
NGSS: 3-LS3-1.				

Materials/Resources/Media Technology Needed:

- Smartboard
- <https://youtu.be/GqEConjFPvg>
- <https://youtu.be/jUHokSPkzT8>
- Power point on plant and animal parent and offspring traits
- White boards
- Flower worksheet

INSTRUCTION AND ASSESSMENT

Time	Engage	Accommodations
15Mins	<ul style="list-style-type: none"> To start lesson three I will ask the students the question “what are traits or characteristics?” I will also add these words to the word wall. We will discuss the question and then go into more depth with the question “do traits and characteristics stay the same when they are passed on to an offspring?” I will also add offspring to the word wall. After discussing what they think happen when traits are passed on we will watch two videos on trait variation. Before the video I will have students keep in mind what we just discussed on traits, characteristics, parents and offspring, and another new word wall word variation. 	<p>ELL – will have Spanish subtitles on videos</p> <p>IEP – will be sitting in front closer to my desk</p>
Time	Explore (typically cooperative groups)	Accommodations
10 mins	<ul style="list-style-type: none"> We will then look at a power point Looking at the first slide I will ask the students to discuss in their groups what they notice between the three bunny siblings. After a min or two we will discuss as a class what we noticed and write it in the journals. The second slide will show the three bunnies’ parents. The students will talk again in their groups deciding what each bunny received from each parent (Ex. bunny one received floppy ears from mom and spots from dad) We will do the same thing but with a three different colored flowers, all the same type of flower but varied in size, color, and leaves. 	<p>ELL – will get power point printed in Spanish</p> <p>IEP – will be given silly putty if fidgeting becomes excessive</p>
10 mins	<ul style="list-style-type: none"> Students will then get white boards and will answer varying multiple choice/matching questions on the power point Questions will consist of matching the parent to the offspring and what trait came from which parent. 	

SERVICE | ACADEMICS | LEADERSHIP | TEACHING

Nyack College School of Education

Rockland Campus - 1 South Blvd., Nyack, NY 10960 | (845) 675-4512

Manhattan Campus - 2 Washington St., New York, NY 10004 | (212) 625-0500, ext. 6128

Inquiry Lesson Plan

Time	Explain	Accommodations
10 mins	<ul style="list-style-type: none"> Students will then be showed a picture of parents and their offspring Students will be given some time to write a journal entry on why the offspring looks the way it does, and what traits were given to the offspring from each parent. 	ELL- get extra time if needed. will work in back with them if needed.
Time	Elaborate	Accommodations
10 Mins	<ul style="list-style-type: none"> After working on their journals students will grab a flower worksheet where they have five descriptions. The two top flowers will be the parents and the tree bottom ones will be the offspring. Students must draw what is described, after all drawings are finished students must analyze the drawings and decide where the traits came from. 	ELL – can work in back with me if needed IEP – should be fine since it is very hands on
Time	Evaluate	Accommodations
5 Mins	<ul style="list-style-type: none"> Students will then self-evaluate how they feel about the lesson. They will do this with the exit ticket. 	

Appendix:

1. Exit Card Prompt

How do you feel about trait variation and offspring? Do you feel like you need more time with the lesson? Can you connect what we learned today with our past two lessons on life cycles and groups?

2. Scoring Guide

Complete – Student gave honest answer and put effort into connecting the lessons

Partial – Could have given more effort into connections but answered how they felt about lesson

Incorrect – Gave no effort in answering any of the questions