

SAUSD Annotated Common Core Lesson Planner

1. The unit title, grade level, and estimated time of each lesson is stated. Be sure to look at the how many days one lesson may require.

2. The specific content and CCSS standards used in this lesson are listed first. Always review them prior to teaching the lesson.

3. The materials needed for this lessons are listed here. You will need to LOCATE and PROVIDE these materials. All printed materials were copied for you for each the first unit!

4. The content and language objectives will be written and addressed prior to teaching the lesson by the teacher.

5. The Depth of Knowledge used in this lesson are "checked off." Please review the DOK and Bloom's comparison chart.

SAUSD Common Core Lesson Planner		Teacher:
Unit: Changing Habitats Lesson #: 1	Grade Level/Course: 3 rd	Duration: estimated 140 minutes (break the lesson over 2 days if needed) Date:
Common Core and Content Standards	Reading Informational Text Standard(s): 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Speaking and Listening Standards: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standard(s): 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Use coordinating and subordinating conjunctions. Life Sciences 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.	
	Materials/Resources/ Lesson Preparation	
	Objectives	Content: Students will use information from the text <i>Can We Save the Peregrine Falcon</i> to find out how the Peregrine Falcon became endangered and express that in a flow map. Language: Students will use their flow map to 1. Explain to a partner how the use of a poisonous chemical endangered the peregrine falcon using conjunctions ____ so ____, ____ therefore ____ consequently ____, ____ resulting in ____ and 2. Write a paragraph summarizing the information
Depth of Knowledge Level	X Level 1: Recall X Level 2: Skill/Concept X Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	

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8. The academic vocabulary in a lesson is addressed in 4 ways:

8a. These words must be understood to fully comprehend the text. They will need to be taught with some instruction, as there are few context clues within the text.

College and Career Ready Skills		X Demonstrating independence		X Building strong content knowledge	
		<input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline			
		<input type="checkbox"/> Comprehending as well as critiquing		X Valuing evidence	
		<input type="checkbox"/> Using technology and digital media strategically and capably			
		<input type="checkbox"/> Coming to understand other perspectives and cultures			
Common Core Instructional Shifts		X Building knowledge through content-rich nonfiction texts			
		X Reading and writing grounded from text			
		X Regular practice with complex text and its academic vocabulary			
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING	
		chemical, poisonous, environment, natural changes, human-induced changes, banned, ingest		N/A	
	STUDENTS FIGURE OUT THE MEANING	peregrine falcon, endangered species, harmful		N/A	

(enlarged)

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	STUDENTS FIGURE OUT THE MEANING	peregrine falcon, endangered species, harmful		N/A	

8b. These words are essential, but will not be pre-taught as there are clues in the text that the students will use to decipher the meaning.

8c-d. These words are not essential to the text but were added as part of the author’s craft. They are usually Tier 2 words. Some must be explained -most likely with step-asides. Others can be understood through context clues.

9. Through teacher observation and pre-test results, consider which preparing the learner lessons are necessary.

10. "Learning to Read" Foundational Skills must continue to be taught throughout the unit. Usually you will continue with the green section of OCR, but sometimes new skills will be added that match the lesson text.

11. Note the variety of lesson delivery methods throughout the lesson.

12. Begin a lesson by setting the purpose, tapping into prior knowledge which builds motivation.

	Pre-teaching Considerations	If needed show video or read a text to introduce the concept of animal adaptations. One possibility is <i>Animal Adaptations</i> on Discovery Education. http://player.discoveryeducation.com/index.cfm?guidAssetId=9A25C757-C698-4FE5-992A-016762B816C5&blnFromSearch=1&productcode=US Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. Students know examples of diverse life forms in different environments. Students understand the concept of cause and effect Other: Facility in the use of Thinking Maps, trained in routines and procedures for partner and small group conversations and collaborative work.
	CCSS Foundational Standards (K-5 only)	Continue with Green Section of Open Court Reading
Lesson Delivery		
	Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: 1. Quick write: What are some specific traits or adaptations animals have that help them survive in their environment? After writing, partner share. 2. Think-Pair-Share: What are things that happen that can change an environment or habitat where animal live (if students need an example, give them one such as a fire or flood)? 3. Students share out and teacher builds a Circle Map with their responses

Lesson Sequence with Questioning, Activities, Collaboration

1. Draw tree map with heading “**environmental changes**” and the categories “**natural**” and “**human-induced**”. Define these terms on the tree map (caused by nature, caused by humans). Have students engage in Think-Pair-Share (TPS) to determine where the items brainstormed earlier would go on the tree map. Call on students to help you categorize the items from the Circle Map to the Tree Map. Provide students with a final TPS opportunity to add any other ideas to the tree map that hadn’t been on the circle map. Explain that throughout this unit, students will be learning about environmental changes and how they affect animals and will be able to add to their tree map throughout the unit.
2. **1st READ** Depending on the level of your students either A) Have students read *Can We Save the Peregrine Falcon* silently to themselves B) Read it with a partner OR C) Read it aloud to them. For the first read, students should read/listen to the whole text without stopping.
3. Tell students that during this unit we will seek to answer four essential questions. Post these four questions in the room, perhaps on the concept/question board and read them with the students. How do changes in the environment affect living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? How do we use ideas presented in the text to support informative/explanatory writing?
4. **2nd READ** Direct students’ attention to page 128 of their science book and ask them to turn to their partner and tell them what animal they see on the page. Point out the caption on the bottom of the page as necessary.
5. Tell students that they are going to *read this selection to find out how the peregrine falcon became an endangered species*. Write **endangered species** on the board and have students help you define it and writing the final definition “species-a group of living things that have the same characteristics” examples: tigers, dogs, cats, humans are all species. “endangered—few in number, in danger of becoming extinct (like dinosaurs)” examples: gray wolf, giant panda, green sea turtle
6. Read *Can We Save the Peregrine Falcon?* to students, stopping as follows for step asides and questioning. Engage them in TPS for the questioning and then call on a couple of non-volunteers to share answers.
 - a. After the sentence ending on line 5 ...a chemical used to kill harmful insects ask: *What is DDT and what was it used for?* (ask students to point out the evidence in the text to their partners) Why do you think the insects were considered “harmful”?
 - b. After the next sentence ask, “How did the peregrine falcon ingest (consume/eat) the DDT?”

Differentiated Instruction:

English Learners:

Additional step-asides to define vocabulary

Provide sentence starters and frames, for example:

_____ have _____ to help them survive.

One thing that changes the environment is/are _____.

Students Who Need Additional Support:

Additional step-asides and language patterns/sentence starters as with English learners.

Illustrations with flow map. As these students engage in TPS, circulate to provide them additional assistance.

Accelerated Learners:

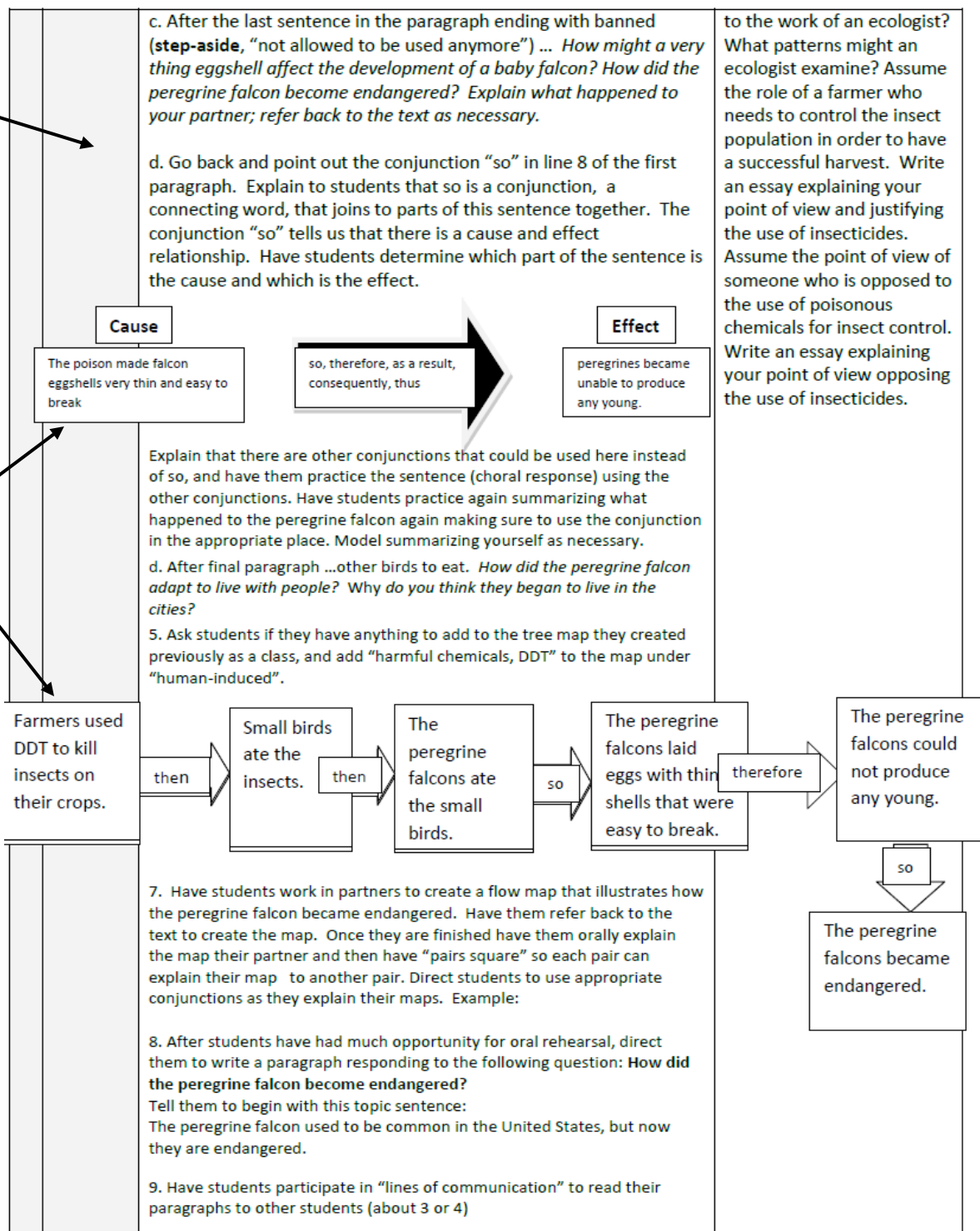
What is the author trying to tell us about the impact environmental changes have on a particular species? Look for clues in the text to support the author’s purpose. Encourage students to research another endangered animal to create a short report on why it became extinct and what is being done to help it. Extend students understanding of science curriculum thorough Think like a Disciplinarian i.e. Think like an ecologist. What ethical issues might an ecologist examine when studying ecosystems? What key words are specific

13. The lesson sequence begins here. Follow it step by step. Read it carefully prior to instruction. If clarification is needed ask others or review webinar.

14. Suggestions for differentiating the instruction for 3 types of learners is placed adjacent to the lesson sequence. Read to determine which of these strategies are needed for your students.

13. The lesson instruction continues step by step.

13. Notice the Thinking Maps that you will use during the lesson.



13. Conclusion of the lesson. Sometimes a writing piece related to the learning will be used at this point in the lesson.

10. To conclude the lesson, revisit the content and language objective and the essential questions. Record student answers (so far) to the essential questions.

As students are responding to questions, listen in on partner talk and evaluate responses of non-volunteers to guide instruction. As partners and groups work collaboratively, evaluate how they are progressing in meeting the speaking and listening standards above. Consider using a standards-based checklist of speaking and listening skills.

Lesson Reflection

**Teacher
Reflection
Evidenced
by Student
Learning/
Outcomes**

14. After you complete the lesson, reflect on student performance outcomes. What did they do well? What was challenging for them? Share these ideas and thoughts with your peers.