

Understanding by Design Lesson Plan:**Teacher: Katy Guinotte****Date: N/A****Grade level: Third Grade****Subject: Science**

Stage 1 – Desired Results	
<p>Established Goals/Content Standards:</p> <ul style="list-style-type: none"> • Concepts of Life Science <p>A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and processes of life science.</p> <p>A student who meets the content standard should:</p> <ol style="list-style-type: none"> 1) Develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution. 	
<p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • That animals adapt and change to suit their environment • How to analyze animals to make an educated guess about where they live, what they eat, etc. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can animals exhibit different characteristics that allow them to survive in their environment? • How do these characteristics promote the survival of a species?
<p>Student objectives (outcomes): Students will know...</p> <ul style="list-style-type: none"> • Different animals have different characteristics that allow them to survive in the wild. • Different animals 	<p>Student objectives (outcomes): Students will be able to...</p> <ul style="list-style-type: none"> • Identify animal characteristics that show how an animal survives, what it eats, and where it lives. • Make educated guesses based on observations of animals.
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Students will write about the animal of their choice. They will identify the essential survival characteristics. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> •
<p>Self-Assessments</p> <ul style="list-style-type: none"> • Students will share their findings within small groups and pose questions to each other for reflective thinking. 	<p>Other Evidence, Summarized</p> <ul style="list-style-type: none"> •
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Each student will choose an animal of interest to him or her, so that they can research it. • The class will make a trip to the library to find material on their animals. • Each student will write down as many observations and findings that they can and draw a picture if they want to. • These findings and drawings will be shared in a small group exercise. • Students will ask group members questions to clarify findings about animals and then discuss how they could make their project better (self and peer evaluation.) 	

