NAME: Stephanie Moses   DATE: 6th Oct 2020

CONTENT AREA: Science   GRADE LEVEL: 4

Best practice used in the lesson: Making Inferences

I.   INTENDED STUDENT LEARNING OUTCOMES

Specific objectives for this lesson.

Students will be able to:

- identify and name animals that live in different natural habitats

- analyze and understand the reasons for habitat destruction caused

  by human interaction

- extend their understanding by identifying ways to protect natural

  habitats

- make evidence-based inferences using pictures, visual cues and

  prior knowledge

Ontario Curriculum Expectations

This lesson aligns with the below mentioned Ontario Curriculum Expectations for

Grade four:

1. **Understanding Life Systems: Habitats and Communities**

    Specific expectation 1.1 of relating Science and Technology to society

    and environment

    Students are expected to analyze positive and negative impacts of human

    interactions with natural habitats

2. **Section 2.2 of Speaking to communicate: Interactive strategies**

Students are expected to demonstrate understanding of appropriate speaking behavior in a variety of situations including paired sharing and small and large group discussions.

3. **Section 1.5 of Reading for meaning: Making inferences**

Students are expected to make inferences using stated and implied ideas from graphical information and pictures.

II. **PREPARATION**

   a. Student Materials – Paper and pen

   b. Teacher Materials – Work sheets for students (with five pictures of natural habitats and five pictures of destroyed habitats), projector/smart board and lap top

III. **BODY OF THE LESSON**

   A. **Setting the Stage for Learning/Anticipatory Set:**

   Students will be asked "what is a habitat?", "What are some examples of habitats you know?"

   These open-ended questions will encourage all students to participate and activate their prior knowledge and learning about the meaning and different kinds of habitats.

   B. **B. Steps of the lesson**

   1. Students will be given a work sheet with pictures on both sides. Firstly, students will be asked to look at the five pictures of natural habitats on one side of the worksheet (as shown below)
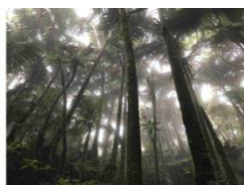
Grasslands   Rainforest   Ocean   Polar ice   Mountains

Students will be asked, "Looking at these pictures of natural habitats list some animals that live in each habit?"

"Write your answers under each habitat on the worksheet and list the picture clues that helped you infer your answers"

2. Students will be asked to turn over the worksheet and take a look at the five pictures given (as shown below).

Students will be asked to do a think-pair-share with their neighbors for this part of the lesson. They will be asked, "What do you think has happened to each of the habitats in these pictures?

"Think of your answers, discuss them with your partners and write them down under each picture. List down why you think so and what helped you make those inferences about the pictures."

Volunteers will be given the opportunity to share their answers with the class and compare reasons for inferences.

3. Students will watch a video about habitat destruction on the smart board/projector. This video outlines several negative impacts of human interaction with natural habitats. Students will be asked to takes notes while watching the video.

Link (From 3:00-9:00)- https://www.youtube.com/watch?v=1pp3_tCMwaM

C. Closure:

Students will be divided into 5 groups with 4 members in each group and engaged in an 'All record consensus' activity. Each group will be assigned a natural

habitat (out of the five discussed during the lesson). They will be asked to think and write of ways to protect the natural habitat assigned to their group. At the end of five mins, each group will present its answers to the class.

IV. ASSESSMENT:

Informal:

The teacher candidate will make observations throughout the lesson to make evaluations and notes of the below:

- students' contribution during partner and group work

- cues used to make inferences and reasoning provided

- oral presentation of answers and rationale

- cooperative learning skills exhibited

Formal:

- At the end of the lesson, students will be asked to write a short letter to one of their friends outside class/school suggesting two ways to in which he or she can contribute towards reducing natural habitat destruction.

Language arts included in the lesson:

1. Speaking – students will discuss their answers with partners during 'think-pair-share' and 'all record consensus'.

2. Writing – students will write their answers on worksheets and record ideas during the 'all record consensus' activity.

3. Listening – students will listen to their partners and group members during cooperative learning activities.

4. Viewing- students will be viewing pictures on the worksheet and watch a video about natural habitat destruction.