

STEAM Lab Lesson Plans

Week of September 17-21

8:40-9:10 Morning Duties

9:10-10:10- RtI

11:50-12:20- Lunch

3:40-4:00 Afternoon Duties

Grade Level	Objectives/Learning Targets	Learning Activities and Instructional Strategies	Standards Assessed
2nd (10:10-11:00)	I can make observations of different zoo animal habitats and create them using various materials.	<p><b>Vocabulary:</b> zoo, habitat, adapt, engineering design process</p> <p><b>Discussion:</b> What is a habitat? Do all animals have the same habitat?</p> <p>Use <a href="http://explore.org">explore.org</a> to view the habitats of various zoo animals. Discuss the similarities and differences between the habitats.</p> <p>Students will be reminded of the in-school mobile zoo field trip that will be taking place on Thursday. As a class, we will discuss what a zoo is and how a zoo benefits both people and animals.</p>	2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

		<p>Students will be given a set of task cards that give them a task to create a habitat for different animals using a variety of materials (toilet paper rolls, popsicle sticks, play doh, pipe cleaners, etc). Students may complete this assignment individually or in small groups.</p>	
<p>3rd (11:00-11:50)</p>	<p>I can make observations of different zoo animal habitats and create them using various materials.</p>	<p><b>Vocabulary:</b> zoo, habitat, adapt, engineering design process</p> <p><b>Discussion:</b> What is a habitat? Do all animals have the same habitat?</p> <p>Use <a href="http://explore.org">explore.org</a> to view the habitats of various zoo animals. Discuss the similarities and differences between the habitats.</p> <p>Students will be reminded of the in-school mobile zoo field trip that will be taking place on Thursday. As a class, we will discuss what a zoo is and how a zoo benefits both people and animals.</p> <p>Students will be given a set of task cards that give them a task to create a habitat for different animals using a variety of materials (toilet paper rolls, popsicle sticks, play doh, pipe cleaners, etc). Students may complete this assignment individually or in small groups.</p>	<p>3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>

<p>4th (12:20-1:10)</p>	<p>I can make observations of different zoo animal habitats and create them using various materials.</p>	<p><b>Vocabulary:</b> zoo, habitat, adapt, engineering design process</p> <p><b>Discussion:</b> What is a habitat? Do all animals have the same habitat?</p> <p>Use <a href="http://explore.org">explore.org</a> to view the habitats of various zoo animals. Discuss the similarities and differences between the habitats.</p> <p>Students will be reminded of the in-school mobile zoo field trip that will be taking place on Thursday. As a class, we will discuss what a zoo is and how a zoo benefits both people and animals.</p> <p>Students will use the engineering design process to ask a question related to zoos, zoo animals, or animal habitats. They will develop a plan and begin creating solutions to problems that affect animals (pollution, endangered species, etc.) using a variety of materials (toilet paper rolls, popsicle sticks, play doh, pipe cleaners, etc) from our makerspace. Students may complete this assignment individually or in small groups.</p>	<p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>
<p>K (1:10-2:00)</p>	<p>I can make observations of different zoo animal habitats and create them using</p>	<p><b>Vocabulary:</b> zoo, habitat, adapt, engineering design process</p> <p>Day One (25 minutes):</p>	<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals</p>

	<p>various materials.</p>	<p><b>Discussion:</b> What is a habitat? Do all animals have the same habitat?</p> <p>Use <a href="http://explore.org">explore.org</a> to view the habitats of various zoo animals. Discuss the similarities and differences between the habitats.</p> <p>Day Two (25 minutes):</p> <p>Students will be reminded of the in-school mobile zoo field trip that will be taking place on Thursday. As a class, we will discuss what a zoo is and how a zoo benefits both people and animals.</p> <p>Students will be given a set of task cards that give them a task to create a habitat for different animals using a variety of materials (toilet paper rolls, popsicle sticks, play doh, pipe cleaners, etc). Students may complete this assignment individually or in small groups.</p>	<p>(including humans) and the places they live.</p>
<p>1st (2:00-2:50)</p>	<p>I can make observations of different zoo animal habitats and create them using various materials.</p>	<p><b>Vocabulary:</b> zoo, habitat, adapt, engineering design process</p> <p>Day One (25 minutes):</p> <p><b>Discussion:</b> What is a habitat? Do all animals have the same habitat? How do some animals have to adapt in order to survive and grow in their environment?</p>	<p>1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p>

		<p>Use <a href="http://explore.org">explore.org</a> to view the habitats of various zoo animals. Discuss the similarities and differences between the habitats.</p> <p>Day Two (25 minutes):</p> <p>Students will be reminded of the in-school mobile zoo field trip that will be taking place on Thursday. As a class, we will discuss what a zoo is and how a zoo benefits both people and animals.</p> <p>Students will be given a set of task cards that give them a task to create a habitat for different animals using a variety of materials (toilet paper rolls, popsicle sticks, play doh, pipe cleaners, etc). Students may complete this assignment individually or in small groups.</p>	
5th (2:50-3:40)	I can make observations of different zoo animal habitats and create them using various materials.	<p><b>Vocabulary:</b> zoo, habitat, adapt, engineering design process</p> <p><b>Discussion:</b> What is a habitat? Do all animals have the same habitat?</p> <p>Use <a href="http://explore.org">explore.org</a> to view the habitats of various zoo animals. Discuss the similarities and differences between the habitats.</p> <p>Students will be reminded of the in-school</p>	<p>5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how</p>

		<p>mobile zoo field trip that will be taking place on Thursday. As a class, we will discuss what a zoo is and how a zoo benefits both people and animals.</p> <p>Students will use the engineering design process to ask a question related to zoos, zoo animals, or animal habitats. They will develop a plan and begin creating solutions to problems that affect animals (pollution, endangered species, etc.) using a variety of materials (toilet paper rolls, popsicle sticks, play doh, pipe cleaners, etc) from our makerspace. Students may complete this assignment individually or in small groups.</p>	<p>well each is likely to meet the criteria and constraints of the problem.</p>
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