

## **“Go Lizard Go”**

### **An Elementary Science Lesson Plan Designed For Group Inquiry Based On the 5E Inquiry Model**

**GRADE LEVEL:** Kindergarten (**Confirmation**)

**SCIENCE CONCEPT (the Main Idea or Enduring Understanding):** This lesson is aimed to confirm lizards live in certain habitats based on their characteristics and needs

**RELATIONSHIP TO CALIFORNIA SCIENCE CONTENT STANDARDS:**

Kindergarten Life Sciences:

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
  - a. Students know how to observe and describe similarities and differences in the appearance and behavior of animals

**LEARNING OBJECTIVES:**

1. Students will determine what biome best fit the needs of lizards

**EVALUATION IDEAS:**

1. Summative – Going through each slide from the Biome PowerPoint ask students why a lizard should or should not live in that particular biome.
2. Formative – Students can share with the class the pet lizard rock and its biomes. Students can ask the student questions during their presentation about that biome being presented.

**CONCEPTUAL BACKGROUND:**

Lizard – reptile with four legs, two moveable eyes and tail  
Characteristics - features that help us describe something

**LESSON IMPLEMENTATION PLAN:**

**ENGAGE** – Ask students to describe where they live. Encourage them to talk about the weather and environment. Raise the question of where do lizards live. Refer to the live class lizard from SERC or an image of a live lizard.

**EXPLORE** – Read a nonfictional book about lizards and their habitats. Using the Biome PowerPoint discuss with the class that lizards live all over the world and in different biomes depending on their characteristics. In general, lizards are cold-blooded and tend to live in warm, tropical places. Refer to more characteristics from the book like how they survive in deserts. Check for understanding by clicking through each

PowerPoint and having students decide which biome a lizard should live in. Hand students the first handout for them to illustrate their answer. Discuss with students their answers including those that have chosen a biome other than the ones discussed.

Hold up your pet lizard rock or a student who volunteers. Ask the class or that particular student to decide where the lizard should live if it were real.

**EXPLAIN** – Discuss with students more about the characteristics of lizards and how they adapt to their biomes. If the live lizard from SERC is in the class explain to the class how the heat lamp and the shelter allow the lizard to feel like it was home, in its natural biome.

**ELABORATE** – Have the class take out their pet lizard rocks and sit them on their desks. Ask them to then close their eyes and think of a biome where they want their lizard to live. Provide students with time to really think. Pose questions such as:

Where would my pet lizard rock go when it gets to cold for them?

Where would it go to stay warm?

Where can it hide?

What can it eat?

Ask students to then open their eyes.

Hand each student the last handout. Instruct them to draw a biome of their pet lizard rock. Remind students that their pet lizard rock is not real so it can live where they choose. Keep the Biome PowerPoint going for students to refer to when needed.

**EVALUATE** –

1. Summative – Going through each slide from the Biome PowerPoint ask students why a lizard should or should not live in that particular biome.

2. Formative – Students can share with the class the pet lizard rock and its biomes. Students can ask the student questions during their presentation about that biome being presented.

**DIFFERENTIATION PLANS:**

Behavioral for Student A – This student can help with handing out and collecting material. Student A can be in charge of looking after the live lizard from SERC if available or helping the class come up with a sound the lizard would make when their choosing its correct biome.

Cognitive for Student B – Student B may benefit for lots of visuals. Allow this student to view the story read and refer back to the PowerPoint when needed. Student B should also think of each biome related to themselves. They will be able to visual pictures themselves in each biome then determine if lizards can also live there.

Cognitive for Student C – For a gifted student(s), elaborating this lesson in relation to themselves. Have Student C determine what they would now need to live in the same biome they chose their pet lizard rock to live in order to survive.

Affective for Student D – Theatrics may support Student D for this lesson. Have Student D act out how they would feel when stepping fit into each biome as it's presented (ex. Sweating in a desert). This student can also elaborate on how their pet lizard would feel living in the biome the class lives in.

Language Demands for Students E, F, G

Lizard – Image

Biome – area on Earth determined by its climate; PowerPoint

**LIST OF MATERIALS:**

1. Live Lizard (SJSU's SERC)
2. Handout 1 and 2 (attached)
3. Pencils
4. Nonfictional Book about Lizards
  - a. Example: "All About Lizards" by Jim Arnosky (Amazon: Used \$0.01, ISBN: 978-0590481465)
5. Free PowerPoint on Biomes:

[http://www.harcourtschool.com/activity/science\\_up\\_close/604/deploy/604\\_SLA\\_Biomes.swf](http://www.harcourtschool.com/activity/science_up_close/604/deploy/604_SLA_Biomes.swf)

**DIRECTIONS OR SPECIAL INSTRUCTIONS; SAFETY CONCERNS, ETC.**

\*\*This lesson is a follow up lesson from students creating their "pet lizard rock"\*\*. This would be an excellent lesson to have a live lizard from SJSU's SERC for students to refer to. If the live lizard is in the class room, go over the following safety rules with students:

Observing Lizards Safety:

\*Lizards should be in the class for no longer than 2 weeks\*

1. Using your eyes, observe the lizard
2. "As we would be, the lizards may be a little scared because it's their first time in this classroom and meeting us. Let us be friendly by keeping our hands to our selves and smiling at them"
3. The tops must stay on the tanks at all times

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **“Go Lizard Go”**



Circle where the lizard should live

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **“A Home for My Pet Lizard Rock”**



Draw a place where your pet Lizard rock will live