



# Vertebrates Lesson Plan: Grade 3

Grade Level: **Third Grade** | Duration: **Two days, 35 minutes per lesson**

## Objective

In this lesson, third graders use BrainPOP resources to learn about vertebrates and their defining characteristics.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Vertebrates movie.
- 2. Think and Do:**
  - Vocabulary: Define vocabulary and use in a sentence.
  - Make-a-Map: Identifying characteristics of vertebrates.
- 3. Assess:**
  - Take the Vertebrates quiz.

## Preparation

- Preview the BrainPOP movie [Vertebrates](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Vertebrates Movie](#), [Vocabulary](#), and [Make-a-Map](#).
- Create and schedule Day 2 assignment: [Vertebrates Movie](#), [Make-a-Map](#), and [Quiz](#).

## Before the Lesson

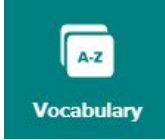


Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *What animals do you know of that have backbones?*
- *What are some ways that these animals are alike?*


## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="384 440 631 625" data-label="Image"> </div> <p>1. Watch the <a href="#">Vertebrates</a> movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 1:16: What are the five groups of vertebrates?</p> <p>Timecode 2:21: How are amphibians and reptiles alike? How are they different?</p> <p>Timecode 3:11: In what group of vertebrates would you place humans? Explain your reasoning.</p>	<ul style="list-style-type: none"> <li>● <b>Print</b> the <a href="#">movie transcript</a> and <b>highlight evidence</b> that answers each of the discussion questions.</li> <li>● Two students <b>act out</b> the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>● Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on one group of vertebrates.</li> <li>● Pause at two key points and prompt students to <b>summarize</b>.</li> <li>● <b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul>	<ul style="list-style-type: none"> <li>● Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> <li>● Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>● Pause at key points and ask the <b>discussion questions</b> in the student's home language or English.</li> </ul>


## DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open <a href="#">Vocabulary</a>.</p> <p>Students click Flip All or each term individually.</p> <p>To hear a term read aloud, click the speaker icon.</p> <div style="text-align: center;">  </div> <p>Students type a definition and sentence for each term.</p> <p>When they finish, students click the <b>Submit To Teacher</b> button and/or print out.</p>	<ul style="list-style-type: none"> <li>• <b>Print</b> Vocabulary.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Students <b>write</b> a definition and sentence for each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign <b>appropriately challenging words</b> to individual students.</li> <li>• Assign a few of the six terms to individual students to <b>define</b> and <b>use in a sentence</b>.</li> <li>• As a challenge, students can <b>add two additional terms</b>, writing a definition and sentence for each.</li> </ul>	<ul style="list-style-type: none"> <li>• Say the term(s) in students' <b>home language</b>. Then say the words in English. Have the student repeat in English.</li> <li>• Use the <b>term in a sentence</b>. Prompt students to say the word and repeat the sentence.</li> <li>• Click the <b>speaker icon</b> to hear the term read aloud.</li> </ul>

## DAY 2: Build Background (10 minutes)


Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>3. Watch the <a href="#">Vertebrates</a> movie again.</p> <p>Prompt students to find a fact or something new that they didn't notice the first time.</p>		<ul style="list-style-type: none"> <li>Students return to their drawings of <b>key concepts from the first viewing</b> and add new details.</li> <li>As a <b>challenge</b>, invite students to identify more than one new fact.</li> </ul>	

## DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>Make-a-Map</p>	<ul style="list-style-type: none"> <li><b>Create a paper version</b> of the concept map using index cards. Or, make the concept map on paper.</li> </ul>	<ul style="list-style-type: none"> <li><b>Model</b> how to complete the concept map by adding nodes around the term vertebrate. Demonstrate how to add images and how to link to different nodes.</li> </ul>	<ul style="list-style-type: none"> <li>Say the keyword(s) or the images in students' <b>home language</b>. Then say the words in English. Have the student repeat in English.</li> </ul>

<p>4. Students open their Make-a-Map assignment. Or, if not using Assignment Builder, model how to open <a href="#">Make-a-Map</a>.</p> <p>Students choose the Spider Map template.</p> <p>Have them put the word or an image representing vertebrates in the center. Then, add images, keywords, and movie clips about vertebrate features.</p> <p>When they finish, students click the <b>Submit To Teacher</b> button and/or print out.</p> <p>View <a href="#">rubric</a>.</p>		<ul style="list-style-type: none"> <li>• Assign a <b>partially completed map</b> to individual students.</li> <li>• Challenge students to <b>connect</b> characteristics that are similar and describe relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a <b>keyword in a sentence</b>. Prompt students to say the word and repeat the sentence.</li> <li>• Have students <b>use images to describe</b> each keyword.</li> </ul>
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**DAY 2: Assess (5 minutes)**

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
	<ul style="list-style-type: none"> <li>• <b>Print</b> the <a href="#">quiz</a> for students to complete.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read aloud</b> the questions and answers.</li> <li>• <b>Reduce the number</b> of questions and/or possible answers (using the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read aloud the quiz</b> in students' home language.</li> <li>• <b>Highlight the key vocabulary</b> in a printable version of the quiz.</li> </ul>

5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the [quiz](#).

If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the **Submit to Teacher** button.

Quiz Mixer).

- **Support recall** by revisiting movie drawings.

- **Support recall** by having students review drawings they made during the movie.