

## Lesson Plan

Grade: 5

Subject: Vertebrates and Invertebrates

### GPS:

- **S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.**
  - a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).
- **ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student**
  - a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
  - b. Writes texts of a length appropriate to address the topic or tell the story.
  - c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
  - d. Uses appropriate structures to ensure coherence (e.g., transition elements).

### Essential Questions:

- What features describe vertebrates?
- What features describe invertebrates?
- How are vertebrates sorted into groups?

**Grouping:** 4 students per group

### Procedures:

- In teacher assigned groups, the students will write a fiction story that conveys facts about vertebrates and invertebrates. Before beginning the story the students will review the videos, reference books, text books, etc. provided to find appropriate facts for the story. They will then use the brainstorming sheet to plan out their digital story text. The story should include:
  - Characters
  - Setting
  - Problem/Solution
  - Invertebrates – 5 features of invertebrates
  - Vertebrates – 5 features of vertebrates
    - Mammals – 4 features
    - Reptiles – 4 features
    - Amphibians – 4 features
    - Birds – 4 features
    - Fish – 4 features
- The teacher will model the process of using the storyboard worksheet. The students will use their ideas from the brainstorming to fill in the storyboard worksheet. After the groups are finished with their storyboards, the teacher will model the process of using the storyboard to partially create the digital story using Windows MovieMaker. Then the students will use their completed storyboards to create their digital story using Windows MovieMaker. The movie should be 2-3 minutes in length.
- The students will follow and be graded on the following rubric:

|                      | 0   | 1   | 2   | 3   |
|----------------------|---|---|---|---|
| Story Elements       | Does not contain characters, a setting, a problem or solution                   | Contains 1 of 4 of the following: characters, setting, problem, solution          | Contains 2-3 of 4 of the following: characters, setting, problem, solution      | Contains characters, setting, problem, and solution                             |
| Invertebrates        | Story conveys 0 features of invertebrates                                       | Story conveys 1-2 features of invertebrates                                       | Story conveys 3-4 features of invertebrates                                     | Story conveys 5 features of invertebrates                                       |
| Vertebrates          | Story conveys 0 features of vertebrates   | Story conveys 1-2 features of vertebrates   | Story conveys 3-4 features of vertebrates                                       | Story conveys 5 features of vertebrates   |
| Types of Vertebrates | Story conveys 0 features each of mammals, reptiles, amphibians, fish, and birds | Story conveys 1-2 features each of mammals, reptiles, amphibians, fish, and birds | Story conveys 3 features each of mammals, reptiles, amphibians, fish, and birds | Story conveys 4 features each of mammals, reptiles, amphibians, fish, and birds |
| Creativity           | No original ideas are used.   | Some original ideas are used.   | Mostly original ideas are used.   | Story is engaging to audience through the use of original ideas.                |
| Use of Toolkit       | Toolkit is not used.  | Toolkit is somewhat used, but not cited.  | Toolkit is used, and partially cited.   | Toolkit is used and cited correctly.  |
| Mechanics            | Digital story contains many grammatical and spelling errors.                    | Digital story is somewhat free of all grammatical and spelling errors.            | Digital story is mostly free of all grammatical and spelling errors.            | Digital story is free of all grammatical and spelling errors.                   |

Reference Videos:

[Invertebrates - BrainPop](#)

[Vertebrates - BrainPop](#)

[Reptiles - BrainPop](#)

[Mammals - BrainPop](#)

[Amphibians - BrainPop](#)

[Birds - BrainPop](#)

[Fish - BrainPop](#)