

Model Lesson Template - Bird Adaptations

Grade Level: 6th - 8th Grade

Approximate lesson duration:

Unit/Lesson New Jersey Student Learning Standards ([NJSLs](#)) / NGSS/ Common Core Standards (CCS)

MS-LS1-4:
MS-LS2-1:

Brief Summary

Students will study several bird species found at Forsythe and Holgate to determine their various adaptations. They will then compare the beak structures and functions of several bird species to analyze how their adaptations enable them to survive by filling different ecological niches.

ADD IN BACKGROUND INFORMATION

ADD IN DCI/CCC/SEP

Lesson Overview:

Essential Question(s)	How do the adaptations of birds found in Forsythe and Holgate enable them to survive?
Enduring Understanding(s)	Students will recognize that while there are a number of bird species that rely on the salt marsh and beach for food, specific physical adaptations provide birds with the ability to hunt and forage for specific food sources; this allows for numerous birds to occupy the same habitat without the need for competition between species.
Potential Misconceptions	Depending on their prior understanding and exposure, students may believe that all birds eat the same things: bugs and seeds. They may also see what appears to be a limited source of food when first observing the marsh and not be able to explain how so many different species can call Forsythe and Holgate home, whether it is for a season or year-round.

Learning Plan, Experiences, Instruction and Learning Activities:

The Teacher will...

<p>W What is expected?</p> <ul style="list-style-type: none"> List the intentional learning objectives on the board 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Observe different bird species found at Forsythe and compare their adaptations Investigate how different beak shapes are suited for eating different food sources Predict which species would be affected by a change in resource availability <p><i>Today we will be working on...</i></p>
<p>H How will we hook (Introduce this to) the students?</p> <ul style="list-style-type: none"> Activate thinking Consider the language you will use to introduce the lesson (See example in the table) 	<p>Link to Engagement</p>
<p>E What equipment, resources, or materials are needed?</p>	<ul style="list-style-type: none"> Birds of Forsythe images “Beaks” (per group of 4) “Food” (per group of 4) Lab sheet Pencils
<p>R How will we rethink or revise our thinking throughout the lesson?</p> <ul style="list-style-type: none"> What learning is confirmed? What misconceptions are uncovered? What is your new thinking? 	
<p>E How will students self-evaluate and reflect on their learning?</p>	

<p>T How will we tailor learning to varied needs, interests, and learning styles?</p>	
<p>O How will we organize the sequence of learning during the lesson?</p>	<p>Scaffold the Instruction</p> <p>(1) Model</p> <p>(2) Guided Practice</p> <p>(3) Independent Practice</p>

Check for Understanding

(Formative evidence such as conferencing, group Q/A, teacher observation, exit-slip, etc.)	
Quiz/Test (optional): (attach copy of assessment)	
Performance Task/Project: (attach rubric)	
Other:	

Supplemental Resources:

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