

(in the title at the very top of this page, type in the Standard: followed by title of lesson)

Lesson Title: Turtle Research to support district wide study of South America

Standard: G2.3.2, G.2.3.3, G.2.3.4

Grade Level: 2

Lesson Materials: Pebble Go, Nonfiction turtle books

Lesson Duration: 3 40 minute class periods

Dimension	Description
Learning Goals	Students will be able to identify a turtle and describe its habitat, prey and life cycle.
Criteria for Success For the student: For the teacher:	I can <ol style="list-style-type: none">1. Login to Pebble Go and locate turtles.2. Gather information to share3. Complete a fact sheet4. Cite my source What the teacher will look for as evidence of success: student's completed fact sheet
Tasks and Activities that Elicit Evidence of Learning	Students will use fact sheets from Pebble Go to gather evidence on turtles. After using Pebble Go, students will create their own guiding question about turtles. Nonfiction books will be used to answer this independent question.
Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions	Questioning Strategies: think about this folktales and how turtles may be similar or different to turtles in your area.

	Key Misconceptions: all turtles live in the same habitat.
Extending Thinking During Discourse	After researching turtles, what would be another animal you be interested learning about?
Descriptive Feedback	
Peer Feedback	
Self-Assessment	
Collaborative Culture of Learning	Students will create a turtle of their own in art class. Turtles will be placed in one of three habitats that are created by the art teacher.
Use of Evidence to Inform Instruction	As a formative assessment tool, teachers will be able to see students as scenes online databases to complete research.

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

Lesson Plan submitted by: