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Lesson Plan Template
Teaching and Learning and Clinical Practice Courses

PRELIMINARY INFORMATION
TEACHER CANDIDATE: Emily Stallings **DATE:** 3/ 27/ 2026 **GRADE:** 3rd **# STUDENTS**: 26
UNIT/TOPIC: **Heredity: Inheritance and Variance of Traits** **LESSON # __** OF __
LESSON NAME: Camouflaging Moths

STANDARDS, OBJECTIVES, ACADEMIC LANGUAGE
CONTENT STANDARDS (Math) (ELA) (Social Studies) (Science): List the academic content standards (include both number and text) (e.g., Common Core State Standards, Core Content Connectors, NGSS standards). If only a portion of a standard is addressed, then only list the part or parts that are relevant.
3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.] **3-LS3-2**. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted, and a pet dog that is given too much food and little exercise may become overweight.]
CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS (Interacting, How English Works, Foundational Literacy): List the standard(s) (include both number and text) that are most relevant to the lesson.
ELD.PI.5.1.Em - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases

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CONTENT LEARNING OBJECTIVE(S): Based on the content standards, write **one** or **two** content learning objectives that state what students should know and/or be able to do as a result of this lesson. **Objectives MUST be: specific, measurable, and realistic.**
-Students will be able to recognize the advantages of certain physical adaptations. -Students will understand how changes in the environment can affect physical adaptations.
VAPA STANDARD(S)
Which VAPA Discipline (Dance, Media Arts, Music, Theater, Visual Arts) are you integrating into your lesson: **Visual Arts** **California Arts Standard(s):** **3.VA:Cn10: Develop a work of art based on observations of surroundings.**
STUDENT-FRIENDLY LEARNING GOAL(S):
- I can explain the physical adaptations of moths and how the environment can cause the moth population to change over time.
LANGUAGE OBJECTIVES: Based on the ELD standards, write **one** or **two** language objectives that state how students' English language development will be supported through this lesson. Consider how you might include objectives that meet the needs of students at different proficiency levels (emerging, expanding, bridging, lifelong learning)
-Participate in turn and talks/think-pairs-shares following social turn-taking rules. -Express ideas and opinions with a partner or in small groups.
ACADEMIC LANGUAGE: Identify the language demands of the lesson. Detail the level and complexity of the texts being used, as well as the key vocabulary students must understand in order to participate effectively in this lesson.

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- Students already know the word “adaptation” and understand the general meaning. The terms I want to focus on in this lesson are terms like “reproduce”, “predator”, and “prey” mainly.

Prior Knowledge and/or Pre-lesson assessments (i.e.: questionnaires, concept inventories, anticipation guide, open-ended questions, graphic organizer, entrance tickets)	Students have been learning about different physical adaptations of animals, but so far, they haven’t learned much about natural selection or trait inheritance. I’m hoping this activity can introduce them to the concept and make it more interactive to help their understanding of the concept.
Performance Level	**Before Lesson** *Current Performance* (Student Names & % of all students)
Exceeds Standards	
Meets Standards	
Approaching Standards	
STUDENT DATA: How will you use this data to inform instructional approach (whole group, small group, rotations, individualized)? Which co-teaching approach supports and aligns with the data for this lesson? How might this data influence the lesson plan to support all learners Universal Design for Learning (UDL) principles?	
Specific UDL supports & extensions planned	I have focus students seated in the front of the class for the lesson (Considering 5.3-Build fluencies with graduated support for practice and performance The activity involves coloring their own moths in a way that allows them to camouflage around the room (Consideration 7.3-Nurture Joy and Play) (Consideration 2.5- Illustrate through multiple media) Rather than only explaining the concept of survival and reproduction of

	the fittest, students will get to see which moths survive (the ones who are hidden the best)
Planned Assessments Formal and Informal (i.e.: Turn & Talk, Think-Write-Pair-Share, Thumbmometer, graphic organizer, Summary, ABC Chart, Sorting Activities, Concept Maps)	We'll start with a Notice/ Wonder and students will turn and talk. After the activity, we'll discuss the outcomes (which moths survived, what helped them survive, what color moth was the most successful at the end of the game) and after this discussion, students will complete an exit ticket to show their understanding.

LAUNCH/HOOK/ENGAGEMENT(Opening):
How will you start the lesson to connect with what students have already learned and know (activate background knowledge)?
How will you integrate what you know about your student's academic knowledge, social development, funds of knowledge, and cultural backgrounds to engage the students from the start?

You'll notice an image on the screen as you come in, what do you notice and what do you wonder? Turn and talk to a partner and tell them what you notice or see and what questions you have. (The image is pictures of two moths, a peppered and black moth. The image shows the black moth better camouflaged into a dark background.)



After they have had a bit of time to share what they notice, I'll show them a quick video about the moths.
Evolution of the Peppered Moth by Natural Selection
This video is only 2 minutes long and shows how the idea relates to Natural Selection.

LESSON SEQUENCE(Middle): Specify the sequence of activities that will scaffold your students' learning toward the objectives.
What will students be doing? Think specifically about what questions you will ask, in what activities students will engage, how you will promote discussion, and how you will facilitate students' use of key academic language.

As you write this section, be sure to design your instruction to support *all* learners in your classroom (i.e., use universal design principles: engagement, representation, action & expression; accommodations and modifications) What formative assessments will you use for each activity to inform lesson effectiveness?	
Teaching Strategies/Learning Tasks/Activities	**Formative Assessment(s)**
Today is a shorter class period, only 40 minutes so the lesson if fairly simple. We'll start with the notice and wonder, and a quick video, as I mentioned previously. For our activity, students will use what they learned about Natural Selection to inform the way they decorate paper moths to "camouflage" around the room. They'll have 3 minutes to decorate a moth that matches the scenery in the room. Before they decorate their moths, I'll give them a short lesson on matching what they see, including considering the lights and textures of objects they're trying to camouflage in. Academic vocabulary will include texture, shape, color, and lighting. Once they've decorated their moths, they'll have 1 additional minute to hide the moth where it belongs (it must be visible, it can't be behind other things). Once the minute is up, every moth needs to be hung up, or it's out. A "predator" will be chosen using randomized popsicle sticks, and the "predator" will have 10 seconds to "eat" as many of the moths as they can. After the first round, we'll go over which moths were eaten, and everyone will make a new moth. If their moth survived, they'll make another identical moth, and if their moth was "eaten," they'll make an identical copy of a surviving moth. They'll have 2 minutes this time to make new moths and 1 minute to display them. A new predator will be chosen and will once again have 10 seconds. We'll discuss once again which moths were eaten and do one final round- If their moth survived, they'll make another identical moth, and if their moth was "eaten," they'll make an identical copy of a surviving moth. They'll have 2 minutes this time to make new moths and 1 minute to display them. A new predator will be chosen and will once again have 10 seconds. Throughout the lesson, it's important to emphasize the vocabulary "adaptation, camouflage, predator, prey, etc.)	While they're working on their moths I'll observe and ask students about their strategies (prompting to use the word camouflage, survival, selection) At the end of each round we'll discuss the outcomes before they begin to decorate moths for the next round.

CLOSURE(Closing): How will you bring closure to the lesson? What questions and/or prompts might you use to support **students in articulating/sharing their learning**? How will you preview what will come next for the students in regard to the subject matter?	
I'll have students end the class with a quick discussion about the outcomes of the activity, What moths were the most successful in surviving? Predators, tell the class	
RESOURCES AND MATERIALS: What materials will you need for this lesson? What materials will students need?	
For this activity, students will need a "moth" paper that they'll color, as well as clipboards and coloring utensils (crayons and markers will work fine for this activity) I will need a notice/ wonder image, plenty of things to "blend in with" around the classroom, and a visual timer.	