

Name Ashley Bass

# Lesson Plan Template

Lesson Segment Focus: Endangered Species

Lesson 5 of 5

Course & topic addressed Science/Understanding of Terms

Date 10/28/2018 Grade 5

### Student Outcomes

Specific learning objectives for this lesson.	Students will gain understanding of basic definitions and types of species and their habitats.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is a continuation of a weeklong lesson on endangered species.
Knowledge of students background (personal, cultural, or community assets)	Students should have understanding of different species and different habitats.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	This lesson is to review the standards from the previous lessons we have worked on all week.
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	As we go through the game, vocabulary words will be looked at and explained in depth.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Endangered Threatened Habitat Extinct
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Computer Projector Access to interactive game
Materials needed by students for <b>this lesson.</b>	

## Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5min	<b><u>Introduction:</u></b>	I will explain that the students will get into groups (or they can play individually) to play an interactive game. They will answer the questions as they come up on the board. They teams will be given points for correct answers. If one team answers wrong, the other team as a chance to answer correctly.
40-45 min	<b><u>Instruction:</u></b>	They teams will go through the game to see who will win. The teacher can give bonus points or prizes for the winner. This game is setup to where rules can be altered if needed. This game is to be used as a review from a week long lesson that can help the students with testing.
	<b><u>Closure:</u></b>	

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5-10mins	<b>Closure:</b>	Go back over the vocabulary terms to ensure that all students understand them. Ask them if they have questions.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	They questions and answers will be read allowed to make sure everyone understands what is being asked. They will be grouped with peers that can help them.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	There are 3 answers; you could tell them one of the wrong answers to help them.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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