

## Lesson Plan Template

**Lesson Segment Focus: Animals Inside Biome**

**Lesson: 1 of 3**

**Course & topic addressed: Biomes**

**Date: March 14, 2019 Grade: 3rd Grade**

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify the different biomes and the animals that live in each biome. They will also be able to identify why those animals live in their biomes versus other biomes.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Not required, but some knowledge of different animals would be helpful.
Knowledge of students background (personal, cultural, or community assets)	I will understand not all students will not have knowledge of different animals as well as other students.

### 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.	3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
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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?	I may use more pictures and diagrams in note taking. I may also create the technology to read aloud the picture, so that students are aware of what is on the screen.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>biome, rainforest, savanna, desert, tundra, taiga</b>
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## Materials

Materials needed by teacher for this lesson.	lesson plan, computer, Kahoot! quiz, biome and animal place cards, markers, giant notepad
Materials needed by students for this lesson.	animal place card, ipad

## 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.
25 minutes	<b><u>Introduction:</u></b>	Students will gather on the circle time carpet in front of the class board. I will have giant paper that we will take notes on. There will be seven for each. I will start by asking them questions about what they think is different about our region of the world versus places like Antarctica. Then I will introduce the definition of biomes. I will draw one Biome name in the center of the first page of notes. We will come up with animals that live inside the Biomes. We will also come up with why those animals live in that biome versus the other biomes. I will use bright colors to make the notes more fun and easier to understand.

10 minutes	<b><u>Instruction:</u></b>	I will have each biomes name on their own place card, each placed in different areas of the room. Each student will be handed a different animal on a place card, with the animal name under the picture. The students will then have to locate the biome their animal place card belongs to. We will then review as a class the different animals in each biome and why they belong there.
15 minutes	<b><u>Closure:</u></b>	Students will each get an Ipad to participate in the Kahoot! review. They will enter the game pin to review. Each question will be a picture of an animal, and the answers will include four different types of biomes, and they will have to decide which biome that animal belongs to. If a student misses three questions or less, they will receive something from the treasure chest.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.
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### **Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I may provide print off notes for each student of biomes. Also, on Kahoot!, I may create the game to read aloud each animal picture, for students who may not know what animal is being presented.
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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.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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