Lesson Plan Model[1]

Lesson Title/#: Ecosystems

Grade Level: 2nd Grade Science

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	Students will learn about the variety of ecosystems and things inside those ecosystems.
Content Standard What standard(s) are most relevant to the learning goals?	Grade Two: Interdependent Relationships in Ecosystems: 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in a variety of habitats.]
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson? **Concepts and reasoning/problem solving/thinking/strategies**[2] What are the specific learning goal(s) for students in this lesson?	Students will learn about different ecosystems and the variety of living things in each. When given the name of an ecosystem, students will be able to place living things in the correct ecosystem.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary	Students must already have a basic understanding of living things to be successful with this lesson. This is a new concept to the students, so they will not have any prior knowledge of ecosystems.

[1] *The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts*

[2] *The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.*

to support the learning of the skills and concepts for this lesson?	
Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

Launch __10___ Minutes How will you start the lesson to engage and motivate students in learning?	I will start the lesson by bringing in to class a worm. I will describe where the worm can be found and how this is its ecosystem. I will explain what the worm eats and what eats it. Hopefully this will draw in the attention of my students and the focus of the lesson.
Instruction __30___ Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior academic learning	We will read the chapter in the textbook over ecosystems together as a class. I will ask them if they have any examples or ideas for ecosystems on their own to tie in what they already know to this new content. This will allow me to have an understand of what my students already know. After reading the chapter, I will hand out a work sheet to my students with a variety of ecosystems shown. They will name each ecosystem properly for example: pond, ocean, desert to display their understanding of the content. I will use my Smart Board to display a variety of living creatures and different ecosystems. I will have students split into their groups for discussion. As the different slides are shown, students will discuss within their group what ecosystem is

and their personal/cultural and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	being shown or what animal is being shown. This will help the student's recognition. This will engage the students to help them understand the concepts. If I see that the worksheets and group work are not displaying understanding of this lesson, I will adjust and spend more time in depth on this subject. This will help me see if the students are meeting the intended learning objectives for the lesson.
Structured Practice and Application 20 Minutes How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting	The students will participate in an activity to apply what they have learned. I will have different examples of ecosystems and living creatures that live in ecosystems on a PowerPoint. As each slide is shown, I will have students work in their assigned groups to figure out what is being displayed in front of them. If they see an ecosystem, they will write down what type of ecosystem they see. If the students see a living organism, they will name that organism. This will give the students the opportunity to practice what they have learned and also apply it. I will determine if students have met the intended learning objectives by reviewing the worksheet completed and the group assignment. Their answers will allow me to determine if they fully understood the lesson covered.

the intended learning objectives?	
Closure __10___ Minutes How will you end the lesson?	I will end the lesson by showing my students the graphic organizer created on Inspiration. This will help me carry this lesson into the next day to go further into each ecosystem.
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:
Student Interactions How will you structure opportunities for students to work with partners or in groups? What	During the student's group activity, they will work with one another to learn more about ecosystems. I will form the groups by table, so they be in the same group throughout the school year unless I rearrange the classroom.

criteria will you use when forming groups?	
What Ifs What might not go as planned and how can you be ready to make adjustment?	The technology I plan to integrate into my lesson may mess up, so I will have printed copies of everything to be ready to make an adjustment.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for **this lesson?** What materials do the students need for **this lesson?**	Computer, Inspiration, Smart Board and Projector, Textbook, Ecosystems Worksheet

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	

What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your **instruction**?	*Whole class*: *Groups of students*: *Individual students*:
Justification Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

Below is the Inspiration graphic organizer that I will use to close out my lesson. This will help serve as a reminder and refresher for students when learning about ecosystems.