

Lesson Plan Model

Lesson Title/#: Habitats

Grade Level: Second

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	Students will learn about habitats and the characteristics of each one.
Content Standard What standard(s) are most relevant to the learning goals?	2.LS4-1: Make observations of plants and animals to compare the diversity of life in different 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/strategies¹ What are the specific learning goal(s) for students in this lesson?	By the end of this lesson students will be able to name each of the habitats and the characteristics of each. Students will also be able to give examples of organisms that live in each habitat.
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 to support the learning of the skills and concepts for this lesson?	Students know key words to describe habitats such as cold, hot, or windy. They also will know the animals discussed in the lesson.

¹ 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.

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.

<p>Launch <u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Ask students what they think a habitat may be. Listen to what their previous knowledge or perception of a habitat is. This will help you understand their understanding of the lesson.</p>
<p>Instruction <u>15</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<p>The teacher will read the eBook in class.</p> <p>Students will read the book independently after the teacher finishes reading the book aloud for the class.</p> <p>Students will hear and recall the vocabulary that they knew previously throughout the book to link the new content to prior knowledge of the topic.</p> <p>The teacher will spend time on each page asking the students what they think the weather conditions or characteristics of that habit are like.</p> <p>After students read the eBook individually, the teacher will ask questions about each habitat and the content covered throughout the book.</p>

<p>and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application</p> <p><u>30</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Students will complete a habitat worksheet after reading through the eBook. This worksheet will contain questions based off of the information from the eBook.</p> <p>After the students complete the eBook worksheet, they will draw a picture of their favorite habitat on the back of the worksheet. This drawing should be descriptive for the habitat.</p> <p>The teacher will determine the students' understanding based off their completed worksheets and drawings of the habitats.</p>

<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>The teacher will close the lesson by showing a YouTube video on habitats. This video will be a quick review/summary of the lesson.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students will have the opportunity to work with one another on the worksheet after reading individually. Students will be able to partner with someone who sits near them in the room.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The students might not understand the assignment for after they finish reading to themselves. The teacher should be ready to explain the worksheet and the drawing assignment in depth for students who do not understand.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<ul style="list-style-type: none"> • iPad • Internet • Habitat eBook • Habitat worksheet • Pencil • Crayons

Academic Language Demand(s):

<p>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?</p>	
<p>What content specific terms (vocabulary) do students need to</p>	

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 been 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 ?	<i>Whole class:</i> <i>Groups of students:</i> <i>Individual students:</i>
Justification Why will these changes improve student learning? What research/theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.