

## Lesson Plan Template

Lesson Segment Focus Ecosystems! Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed \_\_\_\_\_ Date 10/29/18 Grade 3<sup>rd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will understand each ecosystem and what animals reside there along with where you can find each ecosystem across the world.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have talked about animals and their habitats so now we are transitioning into ecosystems and their climates and where they are found around the world.
Knowledge of students background (personal, cultural, or community assets)	None needed

### 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.	<p><b>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</b></p> <ul style="list-style-type: none"> <li>▪ When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (3-LS4-4)</li> </ul>
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I will ensure that students understand the context clues that go along with each name of ecosystems. If they have this knowledge they will better understand where you can find the ecosystems across the world and what animals could reside there.</p>
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Forest Ecosystem</b> <b>Tundra Ecosystem</b> <b>Marine Ecosystem</b> <b>Grassland Ecosystem</b> <b>Desert Ecosystem</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Power Point Jeopardy Game Textbook with ecosystem chapter
Materials needed by students for <b>this lesson.</b>	Textbook

## 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.
	<b><u>Introduction:</u></b>	I will introduce the lesson by having the students answer a bell ringer about a certain animal, Polar Bear. They will need to tell where the polar bear could live and what climate it likes. We will have a group discussion to help elaborate why the polar bear lives where it does and what climate it needs to survive.
	<b><u>Instruction:</u></b>	With the instruction of the lesson I will have the students read from their textbook, the chapter that has the ecosystems. After we read we will learn the vocabulary for the chapter and lesson. I will have a worksheet for them to complete to see how well they are learning their ecosystems
	<b><u>Closure:</u></b>	For the closer/assessment I will have the students split into two groups and have a game. The power point is a game that I created for the students to play to see how well they understand the ecosystems and the animals that reside there along with the climate.

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Remediation- Partner up with a more advanced student to help guide them Intervention- help with any questions and or concerned IEP/504-Have the print large LEP/ESL-speak clearly and repeat yourself often
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### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>Answer as many questions as you can</b> <b>Call on students often with questions and don't call on the same student a lot.</b> <b>Each child deserves to speak out and explain what they think</b> <b>You can tell what a student knows by what they answer with.</b>
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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/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>