

Name Britney Hunt

Lesson Plan Template

Lesson Segment Focus Habitats
 Course & topic addressed Science/Habitats

Lesson 1 of 1
 Date 10/28/18 Grade 1st

Student Outcomes

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| Specific learning objectives for this lesson. | For this lesson the students will get a good understanding of where certain animals live. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | No connection, first lesson over habitats. |
| Knowledge of students background (personal, cultural, or community assets) | Students need to know the names of each animal. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | <p>3. 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. [AR Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other for survival.]</p> <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> ▪ Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4) |
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Academic Language Support

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| <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 can use the zoo as an example for the students to understand where animals live, I will explain to them that the zoo has name plates for each animal and it explains where the animals live.</p> |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Habitat |
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Materials

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| Materials needed by teacher for this lesson. | Book PowerPoint, Pictures of animals, and the internet. |
| Materials needed by students for this lesson. | Listening ears. |

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. |
|----------------|--------------------------------|--|
| 10mins | <u>Introduction:</u> | I will begin the lesson by asking students where they think animals live and asking if they have any pets and where they got them at. |
| 30mins | <u>Instruction:</u> | I will let all the students come to the carpet for reading time, I will show them the book and tell them that I made the book just for them. Once I start reading the book I will stop on each page and ask them what animal it is and where they think it lives. After they have gave me their answer I will read the page to them. |

| 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. |
|----------------|--------------------------------|---|
| 10min | Closure: | For the end of this lesson will ask the students where some of the animals in the story live to see if they remember and was listening to the book. |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | I will let students that can't see the book sit closer to me so that they can see. If there are some students that can't sit still or keep their hands to themselves I will have them sit towards the back of the group so that they can touch anyone or move and distract others. |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I can use different animals if I need to so that the students understand |
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Assessments: Formative and/or Summative

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| 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

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

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| What went well? What changes should be made? | <i>TO BE FILLED IN AFTER TEACHING</i> |
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| How will I use assessment data for next steps? | |
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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:EsQcNWuG1Z0J: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>; <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>