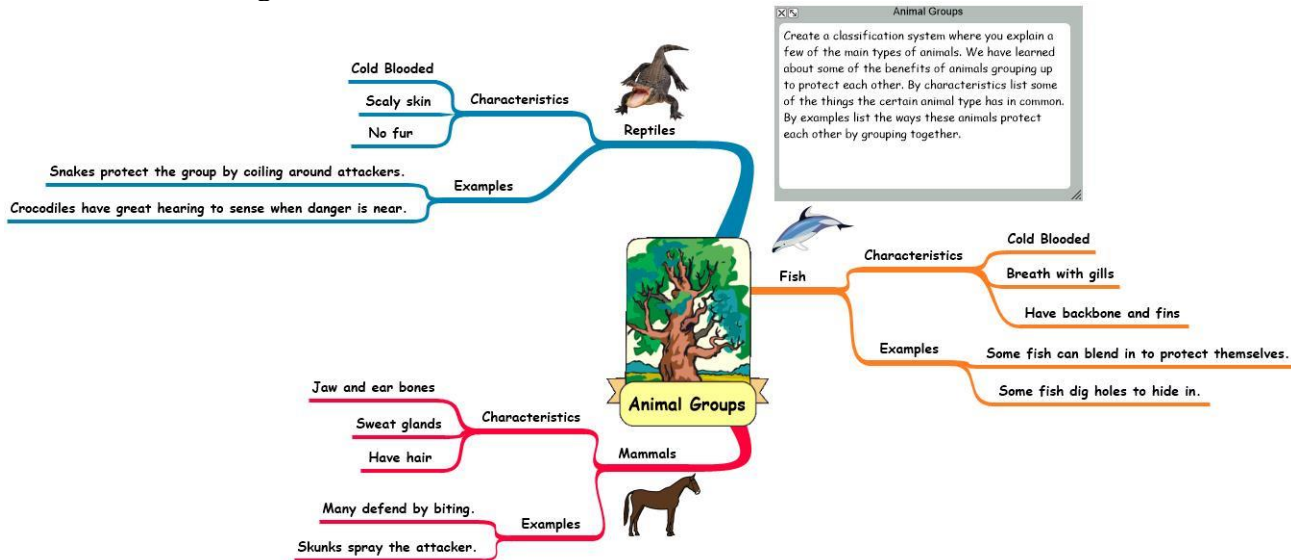


Lesson Plan Model¹

Lesson Title/#: Animal types and their characteristics

Grade level: Third grade



Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>The focus is for students to understand some of the main animal types. They will be able to identify some of the basic characteristics, as well as be able to share some of the ways animals defend each other.</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>LS2.D: Social Interactions and Group Behavior</p> <p>Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures</p> <p>What are the specific learning goal(s) for student in this lesson?</p>	<p>Students should be able to recall information they have learned to fill out a diagram on animals and their characteristics. I want the students to be able to look at the three animal types I have listed: reptile, mammal, and fish. Then they should be able to give me a good understanding of what they know. I want them to walk away knowing at least 3 characteristics of each animal group. I also want them to be able to identify at least 2 ways each animal group defends each other.</p>

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

<p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	
<p>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?</p>	<p>Students will need to know the animal groups. They will also need to know why those certain animals are grouped together. For example, mammals all have hair, jaw and ear bones, and sweat glands. Fish all have gills to breath, are cold blooded, and have fins. Reptiles are cold blooded, scaly skin, and have no fur.</p> <p>Students will be learning about how the groups defend each other. The gap in learning will be between the characteristics which they already know, and they will need to learn about how they fight off prey.</p>
<p>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?</p>	

Instructional Strategies and Learning Tasks

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

<p>Launch _____ Minutes</p>	<p>The launch will take 30 minutes.</p>
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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.

<p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will start the lesson by refreshing the student’s memory on the different animal types and their characteristics. I will then teach them new information about how they all work in groups to defend one another. This will be the point where I hand out the sheet and have them show me what they remember.</p>
<p>Instruction _____ 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 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>The instruction will take 3-5 minutes.</p> <p>I will hold up the work sheet and explain to students what they are to put in each blank. I will also give them a few examples on ideas before I pass out the worksheet.</p> <p>I will link the new content and prior learning together by having them tell me the characteristics they remember about the different animal groups as well as the new content on defense strategies.</p> <p>I will ask the students if they have any questions before letting them start filling out the sheet. I will also walk around the room to be sure students are completing the project correctly.</p> <p>Students will be filling out the activity and when they are done talking about their answers with the people close to them until everyone is finished.</p> <p>I will determine if students are meeting the intended learning objective by seeing how well they filled out the sheet I gave them. This will show me what they understand and remember and then what I might need to spend more time on.</p>

<p>Structured Practice and Application _____ 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 have 10 minutes for application. I will give them the opportunity at this time to complete the worksheet and show me how well they understand the things I taught on animals.</p> <p>They can apply what they have learned to their knowledge on animals and when we start the next lesson on habitats they can remember how animals defend their habitats.</p> <p>I will determine if students are meeting the learning objective by how well they seem to fill out the worksheet as well as how much they add to the classroom discussion.</p>
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>Closure will last 10 minutes. I will end the lesson by having some of the students share with the class the things they wrote down. We will all then engage in a class discussion on the animal types and what the students had to say.</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</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>

successful in this lesson?	<i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i>
Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	I will have the students share what they wrote down after everyone is done with their work sheet. This gives students a chance to hear everyone's different opinions. If I decided to do this in groups rather than a whole class discussion I would just have them talk to the people at their table.
What Ifs What might not go as planned and how can you be ready to make adjustment?	The students might not be able to remember the things I taught when filling out the worksheet. If this happens I will just do the worksheet with them as a class. The students can just take turns raising their hands to answer the blanks on the paper.
Theoretical Principles and/or Research-Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	

<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>	<p>The teacher would need a copy of the worksheet, pictures of the animals to show the students, and a list of information about certain animals and how they fight off prey.</p> <p>Students will need a pencil and a worksheet.</p>
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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 support learning of the learning objective for this lesson</p>	
<p>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?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>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?</p>	

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

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p>

students what changes would you make to your instruction ?	<i>Individual students:</i>
Justification Why will these changes improve student learning? What research/theory supports these changes?	

Resources:

http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Science/revised_K-4_Science_Standards_Topic_Arrangement.pdf