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# Lesson Plan

**Learning Segment Focus: Animal Functions and Structure**
**Lesson ___1_____of____1_____**
**Course & topic addressed: Science and Animals Functions and Structure Date_9/18/20**
**Grade___1st____**

## Student Outcomes

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| Specific learning **objectives** for this lesson. | For the students to have a better understanding of how certain plants and animals survive in their habitats. |
| Justify how learning tasks are appropriate using examples of **students' prior academic learning**. | The learning tasks are appropriate because the students have already learned about habitats and animals. |
| Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**. | This will allow the students to better understand what animals can do to protect themselves, and how humans can mimic this to protect them as well. |

## State Academic Content Standards

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| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | **Structure, Function, and Information Processing 1-LS1-1** **Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.** |

## Key Vocabulary

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| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | **Evidence** **Phenomena** **Mimicking** |

## Academic Language Support

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| What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?** | Understanding is used in the learning objective because this lesson is about teaching students about the animals and what they do in the wild to protect themselves. I am planning on using simple words that the students will understand so they do not get confused. I am also planning to explain in detail and show pictures of what the animals look like and what they can do. These supports address all three Academic Language Demands because there will be written and oral language, and use of sentences and tables showing the animals and comparisons. |

## Materials

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| Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | You will want to make a table online or on the whiteboard and put pictures up of the animals you want to show. The animals will be in one column, and their function or "protection" will be in the next column. |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | You can give the students colored paper to make their own table along with you. |

## Lesson Timeline with Instructional Strategies & Learning Tasks

| Amount of Time | Teaching & Learning Activities (This should be a BULLETED LIST) | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED) |
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| 30 minutes | **Introduction**: This will be a learning activity for the students to learn about animals and their structures. | |
| | **Instruction:**<br>• **First make two columns on the board. Name one Animals and the other Structures.**<br>• **Then list several animals of different species and their structure, for example Porcupine—Quills.**<br>• **After listing several, go over them with the students and have them write a few down on their paper as well.**<br>• **Explain what each structure does and how it helps that animal survive.** | I will be at the board or computer creating the table.<br><br>Once I finish listing them I will go over each animal and their respective structure. I will also provide pictures for the students so they can comprehend what the animals look like. I will explain how each animal uses its structure to survive in the wild.<br><br>Students will be listening and following along with me, I will ask the students to write down their favorite animal we went over and which structure they would want if they lived in the wild. |
| | **Closure:** **Once you are finished ask the students which structure they would want if they lived in the wild.** | |

## Accommodations/Modifications

| How might I **modify** instruction for:<br>*Remediation?*<br>*Intervention?*<br>*IEP/504?*<br>*LEP/ESL?*<br>(All students who have plans mandated by federal and state law.) | . |
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## Differentiation

| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**<br>(All students who are not on specific plans mandated by federal and state law.) | **I will use color coding to separate the animals and to group them into which animals are similar or around the area in which I teach.** |
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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). | ☐ Formative /☐ Summative | |
| --- | --- | --- |
| | ☐ Formative /☐ Summative | |
| | ☐ Formative /☐ Summative | |

## Research/Theory

| Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.** | |
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## Lesson Reflection/Evaluation

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

Updated 12-17-19 NLC

**Animals**

Duck
Turtle
Porcupine
Skunk
Bobcat
Fox
Chameleon
Elephants
Hippo
Eagle
Sharks

**Structures**

Webbed Feet
Shell
Quills
Spray
Big, Furry Feet
Large Ears
Change Color
Tusks
Jaws
Size
Eyesight
Tails
Jaws