**Name: Carinna Coletti**

**Lesson Plan Template**

**Lesson Segment Focus: Matter and Energy in Organisms and Ecosystems Lesson: 5 of 6**

**Course & topic addressed: Energy in Animal’s food was once energy from the sun. Date: 11-9-18 Grade: 5th**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will be able to use a model to show the circle of energy. Sun-plant-animal-waste |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | We have discussed this topic in 4 lessons before now, so students have the previous knowledge to create their own model. |
| Knowledge of students background (personal, cultural, or community assets) | None |

**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. | 5-PS3-1 Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. |

**Academic Language Support**

|  |  |
| --- | --- |
| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?  What will you do to provide varying supports for students at different levels of academic language development? | Students will have access to technology if they need assistance. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Energy, Model, Food, Body Repair, Growth, Motion, Body Warmth, Animals, Sun |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | QR Code Reader/Creator and Example of models. |
| Materials needed by students for **this lesson**. | QR Code Reader/Creator, Model creator, access to technology. |

**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.** |
| --- | --- | --- |
| 5-10 minutes | **Introduction**:  Teacher will group students and explain project. Teacher will show examples and check for understanding. | Teacher will group students. Project explanation: chose an animal and plant (food) and create a model online showing how the plant (food) gets energy from the sun and how the animal gets energy from the food. Then, using your QR code creator, create a QR code that, when scanned, takes you to the model. Teacher shows examples and checks for understanding. Students will be grouped and ask questions as necessary. |
| 30-45 Minutes | Instruction:  Students will work in groups to create their models. | Teacher will be walking around checking progress and answering questions. Students will be creating their model and QR code. |
| 10 Minutes | **Closure:**  Students and teacher will walk around and scan QR codes, then leave constructive criticism/questions/compliments/etc on the models | Students remain in their groups and evaluate the other group’s models. Teacher will also be evaluating models and screenshotting QR codes for further grading. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | Since students are working in groups, many will be able to help each other. If necessary, the teacher will also be available for assistance. Assistive technology is always allowed. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **This is an assignment and group project, which means there will not be any variety of instructional methods.** |

**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**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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

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>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>