

## Lesson Plan

**Learning Segment Focus:** Observation of Animal Habitats Lesson: 1 of 2

**Course & topic addressed:** Science- Habitats Date: 9/17/2020 Grade: 2

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn 5 different habitats and discuss types of animals that live in these habitats and their characteristics.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	These learning tasks are appropriate for second grade students according to the Arkansas Academic Standards.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	These learning tasks are appropriate for learning the habitats of different areas of the world.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<b>Habitat</b> <b>Tundra Habitat</b> <b>Desert Habitat</b> <b>Forest Habitat</b> <b>Grassland Habitat</b> <b>Aquatic Habitat</b>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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?</p> <p>What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p><b>Students will learn vocabulary in this lesson that they will use in the future. This vocabulary is utilized in the lesson in the inspiration activity.</b></p>
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### Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<b>Computer-(Inspiration) create a diagram of the different habitats and list animals that live in the habitat.</b>
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Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	<b>Computer- research animals that live in the following habitats: Tundra Habitat, Desert Habitat, Forest Habitat, Grassland Habitat, and Aquatic Habitat.</b>
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**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)
5-10 minuets	<u>Introduction:</u> <ul style="list-style-type: none"> <li>• Introduce the different habitats and explain the characteristics of them.</li> </ul>	Ask students what they know about habitats. Explain the meaning and characteristic from definitions found in the book to the students as they take notes.
30-35 minuets	<u>Instruction:</u> <ul style="list-style-type: none"> <li>• Go over vocabulary words.</li> <li>• Create chart that shows each habitat and examples of animals in those habitats.</li> </ul>	The teacher will use inspiration application to create a chart. The students will be asked to look up the types of habitats in their book. Once all five are listed the students will get their computers and do research. The students will be asked to come up with animals for each habitat and write them down. The students then will with the teacher create the chart while they come up with the content of the chart.
	<u>Closure:</u> <ul style="list-style-type: none"> <li>• Review</li> </ul>	Students will review the content of the lesson.

**Accommodations/Modifications**

How might I <b>modify</b> instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	<b>Remediation for this lesson would take place after the student's asses the topic. Students who did not understand will be allowed to come back in class and do one on one lessons over habitats and their characteristics.</b>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>This lesson will have explicit instruction to ensure that all students understand the concept.</b></p>
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**Research/Theory**

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

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