

Lesson Plan Template

Lesson Segment Focus: Animal Classification and Diet

Lesson 3 of 5

Course & topic addressed: Animal Science Unit

Date: 10/10/18 Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify Mammals, Reptiles, Amphibians, and Birds. They will also be able to classify Herbivores, Carnivores, and Omnivores in those species. The spreadsheet will connect what they have been learning to their field trip at the Memphis Zoo. It will also prepare students to discuss the importance of all three types of diets and how they work together in the habitats.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have already identified characteristics of Mammals, Reptiles, Amphibians, and Birds.
Knowledge of students background (personal, cultural, or community assets)	During this unit, students will take a field trip to the Memphis Zoo where they can identify the animals and classifications we have been discussing.

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.	<p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. Planning and Carrying Out Investigations: Make observations (firsthand or from media) to collect data that can be used to make comparisons</p> <p>LS4.D/ 2-LS4-1: Biodiversity and Humans: There are many different kinds of living things in any area, and they exist in different places on land and in water.</p>
--	---

Academic Language Support

<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>Excel spreadsheet outlining Mammals, Reptiles, Amphibians, and Birds. Classifying different examples of animals within those species and identifying which diet they follow. Diet chart created from construction paper and magazine clippings which the students can keep in their notebooks for reference. Laminated pictures of foods (plants, meat, grains, fruit, vegetables, etc.) and animals for demonstrating a visual representation on the white board during instructional time.</p>
---	---

--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Herbivore, Carnivore, and Omnivore
---	------------------------------------

Materials

Materials needed by teacher for this lesson .	Pictures of animals and food items, tape, access to spreadsheet and a way to project it, white board (or chalk), dry erase markers, magazines with food items inside.
Materials needed by students for this lesson .	Glue, construction paper, markers, scissors.

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 mins.	<u>Introduction:</u>	The teacher will begin the lesson by reviewing the previous lessons, where children learned about animal classification. He/ She will give the students an example (Mammal, Reptile, Amphibians, Bird) and ask the students to respond with an animal that fits into that classification. Then the teacher should discuss or announce the upcoming field trip to the Zoo. Asking students what their favorite animal to see is, which animal they are most excited to see, which animal do they want to learn more about, etc.
15-20 mins.	<u>Instruction:</u>	For the lesson instruction, the teacher will describe each type of diet (Herbivore, Carnivore, Omnivore). Give examples of foods that could be categorized under each and ask students for examples. Use the white board to list each food under the appropriate category. If students are advanced, put together a Venn Diagram with the food examples. Ask students which kind of diet they eat. Then show students the spreadsheet. Talk about the upcoming field trip and explain the number of animals in each category. Then have the students categorize the diet of each animal. After each animal's diet has been correctly listed, make a pie chart with percentage. Have students make a "diet" page using construction paper and magazine clippings. Ask the students to separate their page into three parts and glue food items onto each corresponding section.

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.
10 mins.	<u>Closure:</u>	After students have finished their “diet” page. Ask for volunteers to share the page they created. Reviewing Herbivore, Carnivore, and Omnivore. Ask students questions for review as well, such as “What type of eater is an Elephant?” “What does that mean?” “If an elephant is an Herbivore, do they eat meat?” “Then which type of eater does?” “Which kind of diet do you eat?” “Which kind of eaters are most animals?”

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Use pictures for animals. Also have a pictures of foods in each diet category taped on the board and have students place the animal pictures in the appropriate category. Students could also be paired up so that advanced students could help (and help motivate) those who are struggling. Use large print and move students closer to the front if they have a visual impairment. If you have a Hispanic child that is LEP/ESL, you could find the Hispanic word for each animal and teach all the kids both terms, while also print both words on the card labels.
--	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Pictures help visual learners, discussing each classification and diet can help auditory learners, and making the worksheet of the diets could help kinetic/ tactile learners.
--	--

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).	<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

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?	<i>TO BE FILLED IN AFTER TEACHING</i>
---	---------------------------------------

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>