

Name Hope Barnes

Lesson Plan

Learning Segment Focus Diversity in Habitats Lesson 2 of 3

Course & topic addressed Science: Ecosystems Date 2/11/20 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the different types of habitats. Students will be able to name examples of animals and plants in each habitat.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have previously learned about ecosystems and that there are living and nonliving components of ecosystems. This lesson will expand on this by giving them specific examples of habitats and the different animals and plants that live in them.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Classroom demographics include around 80% white and 20% African-American or Hispanic. Most students live in a rural area with direct family (parents and/or grandparents). Data suggests most are at or below the poverty line.

State Academic Content Standards

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

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Habitat Diverse	Desert Arctic	Ecosystem Environment
---	----------------------------------	--------------------------------	--

Academic Language Support

<p>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?</p> <p>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)?</p>	<ul style="list-style-type: none"> Students are <u>classifying</u> the animals and plants based on the habitat they would belong to. Students are <u>inquiring</u> about the diversity of habitats by evaluating the different plants and animals in each. Students are <u>identifying</u> animals, plants, and habitats.
---	--

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<p>Computer/Smart Board (to display video)</p> <p>Glue sticks (for each student)</p> <p>Markers</p> <p>Poster Boards (7 total)</p> <p>Printed out habitat webs (for each student)</p> <p>Cut out pieces for habitat webs</p>
--	--

Materials needed by students for this lesson. (computers, journals, textbook, etc.)	n/a
--	-----

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)
10 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> Review of components of ecosystem (5 mins) Video and Inquiry about (5 mins) 	<ul style="list-style-type: none"> Teacher will start off with a short review of what an ecosystem is. Let the students discuss the components (living and nonliving). After discussion, students will watch the video over habitats (Link: https://www.youtube.com/watch?v=byvf7jwvOI) as an introduction to the different types. Ask the students what habitats they think we live in and around.
60 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> Teacher explains web assignment in detail (5 mins) Students will complete their own habitat webs for each of the seven habitats. (15 mins) Students will get into groups of 3 (7 groups total) and complete a poster for their designated habitat (40 mins) 	<ul style="list-style-type: none"> Teacher will hand out a web to each student with the animal and plant space blank. They will also receive cut outs of the names of the animal and plant that belong to each habitat. The students will individually glue the correct animal and plant onto the web. The teacher should review the webs as the students finish. Teacher will assign students to one of seven groups by numbering them off 1-3. The students will take their completed webs with them and use a poster board and markers to draw the habitat. (ex. Students assigned the ocean habitat will draw the ocean with seaweed and dolphins) The teacher should walk around the room observing and making sure the students are working in a correct fashion.
20 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> Students will present posters to class (10 mins) Clean up (5 mins) 	<ul style="list-style-type: none"> Students will go as a group to the front of the class and present their poster. (Encourage each student to have a part in presentation) Instruct each group to clean up their group's table and put up any supplies.

Accommodations/Modifications

<p>How might I modify 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.)</p>	<ul style="list-style-type: none"> • Remediation: I will look for specific student remediation before presenting the lesson so I am prepared. If needed, a student can work one-on-one with me on the project. • Intervention: Any student needing reading help can sound the text out loud or come to me with concerns. • IEP/504: I will follow IEP and 504 guidelines in my lesson planning and instruction • LEP/ESL: If attempts to help the student understand fail, I can make create instructions in the language needed. I can also use google translate.
--	--

Differentiation

<p>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? (All students who are not on specific plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> • Students are given explicit printed out instructions as well as verbal instructions. • Students are put into groups to ensure they have support in completing the project.
---	---

Assessments: Formative and/or Summative

<p>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).</p>	<p>* Formative / <input type="checkbox"/> Summative</p>	<p>Students will complete webs individually</p>
	<p>* Formative / <input type="checkbox"/> Summative</p>	<p>Students will complete the poster and group work.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>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.</p>	<ul style="list-style-type: none"> • Students will receive the information in visual, verbal, and written methods. Teaching in several different learning styles has been proven to increase student understanding. • Student will work in groups to strengthen oral language capabilities.
--	---

Lesson Reflection/Evaluation

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

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Youtube video: <https://www.youtube.com/watch?v=byvf7jwdvOI>

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1Zoj:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&qI=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/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>

