

Name: Hayley Capps

Lesson Plan

Learning Segment Focus: Plants, Animals & their environment Lesson 1 of 1

Course & topic addressed: Needs of Plants, Animals, & Humans

Date 3/4/20 Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the major needs plants, animals, and humans need in order to survive.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will use technology creating comparison charts and note taking rather than on a sheet of paper.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students can help provide these needs to plants and animals that they originally did not know they needed.

State Academic Content Standards

the state academic content standards with which this lesson aligned. Include abbreviation, number & text of the standard(s).	K-ESS3-1 Use a model to represent relationship between the needs of different plants or animals (including humans) and the places they live.
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the content?</p>	<p>Environment, needs, wants, soil, fertilizer, nourishment, shelter</p>
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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>	<p>Each student writes down words that come to mind when they think of what plants, animals, and humans need to survive. They will put these words in their science journal in their vocabulary section.</p> <p>They can categorize each plant and animal into areas they are located by using t-charts. Ex. north on one side and south on the other.</p>
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Padlet, computer/ipad, powerpoint describing plants and animals in current region, large piece of paper, markers</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Padlet, computer/ipad</p>

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> <p>Review (10 minutes)</p>	<p>Students will brainstorm in groups what plants and animals need to survive in this region. They will look at all aquatic, land, and air aspects.</p>
20 minutes	<p><u>Instruction:</u></p> <p>T-chart/Note Taking (20 minutes)</p>	<p>Students will identify what types of plants and animals live in the same region they live in. They will then compare what they found to what plants and animals lives in a complete opposite region. EX. south vs. north.</p> <p>They will create a t-chart on Padlet and write down each idea they created.</p>
10 minutes	<p><u>Closure:</u></p> <p>Overview (10 minutes)</p>	<p>Teacher will go over everything he/she created in her t-chart and see what students created and make one big chart to hang up in the classroom.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p><i>Remediation?</i></p> <p><i>Intervention?</i></p> <p><i>IEP/504?</i></p> <p><i>LEP/ESL?</i></p> <p>(All students who have plans mandated by federal and state law.)</p>	<p>.I will check specific ideas that the student needs remediation on and try to incorporate it into the lesson without pointing out the certain student. Many students need one on one lessons, and if that's what they need, then that's what I will provide.</p>
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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?</p> <p>(All students who are not on specific plans mandated by federal and state law.)</p>	<p>On Padlet, there are many different options to change the font, size, or color of certain text. They can organize their notes by doing this or just make it more fun to look at.</p>
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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>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Padlet app
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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>	<p>Students can use this app to create charts or take notes. This is something different for them to use and be creative at the same time.</p>
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Lesson Reflection/Evaluation

<p>What went well?</p> <p>What changes should be made?</p> <p>How will I use assessment data 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>;
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