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## Lesson Plan Template

Lesson Segment Focus: The Variety of Ecosystems Around the World

Lesson: 5 of 5

Course & topic addressed: Science and General Facts About Ecosystems

Date: October 16, 2018

Grade: 2nd Grade

### Student Outcomes

Specific learning objectives for this lesson.	In a week, students will hope to learn about the variety of ecosystems that can be found around the world. Students will be able to identify objects that belong in each ecosystem and what does not.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This part of the lesson is to be done on the 5th day of the week. Students will have learned about each ecosystem throughout the week and will be assessed as to what they have learned.
Knowledge of students background (personal, cultural, or community assets)	Students should already have the knowledge of which animals are which and where they can be found. An example of this is, a dolphin can be found swimming in the ocean.

### 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.	2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
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### 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?	As an educator, I would allow students time every day to review what they have specifically just learned. I might, also, allow time to have students work with one another or in groups when playing review games over all the ecosystems they have learned about. To provide support for students that might be struggling, I could allow more time to explain each ecosystem individually or allow there to me more time to review.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Ecosystem, weather, climate, different, contrast, compare, identify
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## Materials

Materials needed by teacher for <b>this lesson.</b>	SmartBoard, SmartBoard pens, Computer, Internet, Google Drive Slides
Materials needed by students for <b>this lesson.</b>	A positive attitude and smiles on their faces!

## Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Time Needed	Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
1 minute	<b><u>Introduction:</u></b>	As the teacher, I will first get the students engaged, ready to listen and learn. I will ask them to stand if they remember a fact about an ecosystem they have learned previous in the week. Then, I will ask them to sit and tell it to a classmate sitting near them in a whisper voice. The students, at this time, will be following the directions that I will be giving them.
10 minutes	<b><u>Instruction:</u></b>	At this time, as the teacher, I will put the assessment on the SmartBoard within the classroom. Before starting, I will explain the directions to the students as they sit at their desks using listening ears. I will explain to the students that they will be randomly picked by me (the teacher). Once they are picked, they are to come to the front of the room and pick up any color SmartBoard pen they desire. Using that specific pen, they will then circle an object on a slide that <b>does not belong</b> with the particular ecosystem we are discussing at that time. Students are to only circle <b>one</b> object! Once they are done finding an object that <b>does not belong</b> with the particular ecosystem, they are expected to go sit back down at their assigned seat. This process will continue for each ecosystem slide before continuing onto the next ecosystem. By doing this, allows me (the teacher) to visually see and assess each student in regards to what they have learned about ecosystems.
2 minutes	<b><u>Closure:</u></b>	At this time, I will close this assessment task by telling my class how proud I am of them and all that they remembered about each ecosystem. Depending on how much remembered, will allow me (as the teacher) to decide if I will give them a pop quiz or another assessment in regards to what they remember about each ecosystem.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I could modify this lesson for particular students in a variety of ways. If a student has ADHD, I might be sure to place them close to me (the teacher) and in the front of the classroom near the SmartBoard. If a student is handicap, I might allow them to pick a “friend” (any classmate in the room) to circle the object that the handicap student thinks does not belong in the ecosystem being discussed at that time.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	It is important to include all students in this assessment for the teacher to see which students understand the concept as well as if they are struggling with a particular ecosystem. Instead of choosing students at random to come, I could simply have my students come circle an object that does not belong in alphabetical order!
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**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.	
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**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>
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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>;

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