

Lesson Plan Model¹

Lesson Title/#: Ecosystems Around the World

Grade Level: 2nd Grade Science

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>The central focus for the content in this specific learning segment is to introduce to students that there are many different ecosystems around the world that are all unique in their own ways!</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>Students should learn about the 6 different ecosystems which include desert, wetland, grassland, ocean, tundra, and rainforest. Students will, also, learn about different facts in regards to each specific ecosystem that is discussed such as what animals live where and the climate conditions. Students will learn simple concepts that relate to each of the ecosystems. The students will learn the reasoning of why each ecosystem is the way it is. For example, the tundra is cold and snowy most of the time which is why polar bears and penguins are often found there. Students will then be able to understand and use reasoning when it comes to figuring out where a particular animal can be found within the many different ecosystems.</p>
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Students should already know what most animals look like and the climate they enjoy to live in like sharks are in oceans. By having the students understand what each animal is and what climate they are typically found in can make them be successful with this lesson. Students should know that all animals are different just like people and how everyone enjoys to live differently. For students to succeed in this lesson, they should know the different types of climates that all animals can be found in either hot or cold. By having the students know that not all animals live in the same location can help them understand this lesson.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 5 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>To get students engaged and motivated to learn about the different ecosystems, I will ask a few questions to the entire class to see what they already know. I, also, might play a recorded video that displays sounds of the ecosystem that they will be learning about on that particular day such as noises that can be found in a rainforest!</p>
<p>Instruction 30 Minutes for 5 days</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p>	<p>To keep students engaged in developing understanding of the lesson objectives, I will first show them a video that relates to the ecosystem(s) that will be discussed for that day.</p> <p>To connect the students with the new content they will be learning about to what they already know, I will ask them multiple questions. I will ask them about the environment they live in such as the climate.</p> <p>After asking them basic questions, I will relate the ecosystem(s) of the day to their answers. If a student mentions that they have a pond in their backyard, then I could direct them to understanding that they have a wetland located by their house!</p>

<p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will help engage students in understanding the new concepts by constantly asking questions and having them tell me what they have just learned. For example, I might ask a student what types of animals live in a tundra, and they would respond with the correct animals. If they name the incorrect animal, I would then say guess again or ask them if they are sure that specific animal lives there.</p> <p>Students will answer the questions I have asked them or make comments with their own opinion in regards to what ecosystem is being discussed.</p> <p>To determine if students are understanding the learning objectives, I will pay close attention to the responses they are stating. This will then give me an idea of what the students are and are not completely understanding within the concept being taught.</p>
<p>Structured Practice and Application 10 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will allow students the opportunity to ask questions about the ecosystem they have just learned about and need clarification on. I might, also, ask the students to name facts that have been stated or if they personally know other facts in regards to a specific ecosystem.</p> <p>Students will apply what they have learned when they complete an assessment at the end of the week covering all 6 ecosystems they have learned about.</p> <p>I will determine if students are meeting the intended learning objectives by giving them an assessment at the end of the week to review what ecosystems and facts about each!</p>
<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson each day by reviewing facts about the ecosystem(s) discussed on that day as well as the previous days (if applicable).</p>

<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>If some of the students are not completely understanding the differences between each ecosystem, I might divide the class into groups or partners! I will then have them discuss the facts of the ecosystem(s) that are challenging them with one another. I might, also, play a review game every day at the end of the lesson to engage group activity!</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students might not enjoy learning about the different ecosystems and have a negative attitude towards the objectives. Some students might, also, not understand the difference between each ecosystem as easily as I had originally thought. I might have to extend time frames or take more time on one ecosystem than another.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p>	

<p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Smart Board, videos, pictures, recorded sounds, cd player, inspiration chart, blank inspiration chart</p> <p>Pencil, eraser, coloring pencils, blank inspiration chart</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p>	

What research/ theory supports these changes?

Resources:

Attach each assessment and associated evaluation criteria/rubric.

