

## Lesson Plan

Lesson Segment Focus: QR Reader Application

Lesson: 1 of 1

Course & topic addressed: Life Science: Interdependent Relationships in Ecosystems Date: November 5, 2018 Grade: 2<sup>nd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn and understand interdependent relationships in ecosystems as well as making observations of plants and animals to compare the diversity of life in different habitats.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should previously know about molecules to organisms, heredity, inheritance and variation of traits.
Knowledge of students background (personal, cultural, or community assets)	Based on an individual's background knowledge, students will be able to build on what they already know in regards to biological evolution, unity, and diversity within the world.

### 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</p> <ul style="list-style-type: none"> <li>• Make observations of plants and animals to compare the diversity of life in different habitats.</li> <li>• 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.</li> </ul>
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### 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>As an educator, I hope to allow time for students to be taught about the many different ecosystems that can be found around the world. I hope that students can apply background knowledge to this lesson to allow them to greater themselves. I might, also, allow time for students to work individually or with a partner using a class iPad and/or tablet. The students will be using a specific "QR Reader" application. Students will be able to work individually or with partner in creating their own QR Reader. To provide support for students that might be struggling, I could allow specific students to work with a partner if the class is told to work individually.</p>
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Ecosystem, QR Reader, Biodiversity, Observations, Habitats, Diversity, Plants and Animals
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Access to Internet and/or Wi-Fi, Class set of iPads/tablets
Materials needed by students for <b>this lesson.</b>	iPad and/or tablet

## 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 minutes	<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 what concept of health we have discussed the day before. Then, I will ask the students 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.
15 minutes	<b><u>Instruction:</u></b>	<p>At this time, as the teacher, I will pass out the class set of iPads and/or tablets that are available through the school to use. When passing out the iPads and/or tablets, I will give students directions as to what they will be doing during this time which would include something like:</p> <ul style="list-style-type: none"> <li>- “Alright students, once you are given an iPad, please find a spot with your partner somewhere in the classroom. Be sure to not be sitting too close to another pair of classmates! When the two of you find a quiet spot, then click on the google app. You and your partner will be finding a website such as the San Diego Zoo website. You will copy the link and open up the QR Reader app. When you open the app, click on the down arrow on the right side of the screen. After you click the down arrow, be sure to click on the icon that is a little square that resembles a QR code. After clicking the square, you will then click the “+” on the top left corner. Be sure to only click “website” and then paste your link. For those of you who need help finding it, please raise your hand and be patient!”</li> </ul> <p>Students during this time will be in pairs finding a website that resembles an ecosystem or habitat that animals live in. For example, students might find a zoo website and use that. Students will create their own QR code using that link. By allowing students to work on iPads/tablets during this time</p>

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.
		integrates technology within the classroom and lets students to progress through this activity at their own pace based on personal abilities. Students will strictly only be able to work on the Google and QR Reader application during this time and those who do not, will first get a warning and secondly, they will have to put their iPad/tablet away. As the teacher, I will be walking around the classroom during this time supervising that all students are trying their best and are on the correct applications.
10 minutes	<b>Closure:</b>	At this time, I will close this activity by telling my class how proud I am of them and their hard work/dedication they put into during this time. I will instruct the students, in pairs, to come to the front of the class for a show and tell. After a pair of students show and tell their classmates about their QR Reader, the students will follow by exiting out of the apps used, locking their iPad/tablet, and putting it away in the correct spot.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	This lesson plan can be modified for particular students in a variety of ways. If a student has ADHD, I might assign them and their partner to a spot in the classroom that is away from other pairs of students to allow them to greater their focus during this activity.
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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 allow all pairs of students to take their time when finding a website and creating their QR code. Teachers will be using this activity as a type of assessment to see if students have an understanding of the assigned task as well as what the students are comprehending.
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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>; <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>