

Lesson Plan Template

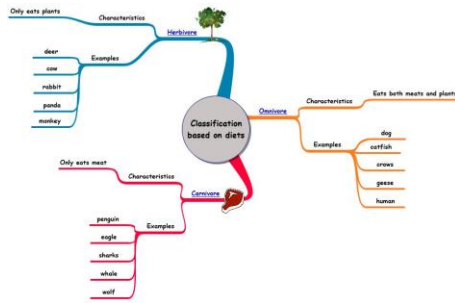
Lesson Segment Focus: Carnivores, Omnivores, and herbivores

Lesson 1 of 1

Course & topic addressed: Carnivores, Omnivores, and herbivores

Date 9/7/2019

Grade: 2nd



Student Outcomes

Specific learning objectives for this lesson.	To be able to compare and contrast between carnivores, herbivores, and omnivores
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	
Knowledge of students background (personal, cultural, or community assets)	

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.	Arkansas Department of Education Science Curriculum Framework LS.2.2.1
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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>For the kids falling behind with this assignment, I plan to offer them more time or one on one help during another time or offer them to complete it at home with their family.</p> <p>For the students excelling I plan to let them do some reading on the pages I have allowed them to click on on their chromebooks. The websites are for students, so I feel pretty safe with them playing on the articles.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Carnivores, Herbivores, and Omnivores
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Materials

Materials needed by teacher for this lesson.	Lesson plans, examples.
Materials needed by students for this lesson.	Worksheets, chromebooks

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.
10 min	<u>Introduction:</u> I would go over the 3 different types of eaters and place the word with the definition on the board to refer back to during independent work time.	During this time I would give the students the definition for each type of eater and ask them for examples of each. I would place the term, along with the definition, on the board and even write some examples.
15 min	<u>Instruction:</u> Each student will be assigned to work independently for 15 minutes on the worksheet that I have attached in our google classroom. On the sheet there are hyperlinks that will take them to each type of eater, which is where they will find their examples. I expect 5 examples for each type of eater.	During this independent work time I will set a timer for 15 minutes and walk around checking to make sure everyone is on task. I plan to help any student struggling to understand the assignment.
15 minutes	<u>Closure:</u> After their independent work time I will direct them to print or electronically turn in their assignment.	I plan to go step by step in how I want them to turn in their work. Depending on how many finished I will make time to finish the assignment later or assign as homework.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	The instruction would differ for students with the following diagnoses. The students needing remediation/intervention would get a little more time and probably some assistance from myself or a remedial teacher. The students with a 504 and ESL would have the instructions read to them and be allowed to take more 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?	When it comes to instructions, I would type them up big and as clearly as possible. I do understand that some children need more than just words so I would add some pictures to hopefully make more sense out of the instructions for them. I think doing at least one together on the board helps students understand what you are asking of them which is what I plan to do.
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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	
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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/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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