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## Lesson Plan

**Learning Segment Focus** Ecosystem Evolution Effects  
**Lesson** 1 of 1

**Course & topic addressed** Interdependent Relationship in Ecosystems **Date** 09/17/20 **Grade** 3rd

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will be able to understand the affects environmental changes have on organisms that live in that specific environment and how some adapt, or others become extinct.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students have previous knowledge of living organisms in different areas and how they exist in those areas. With this lesson the students will be able to enhance their knowledge specifically in the dynamics, functions, and resilience of an ecosystem.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students previous establishment of the ecosystems will help them to make inferences to the environments they might live in personally giving them a deeper comprehension on the lesson.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</b> When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (3-LS4-4)
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<ul style="list-style-type: none"> <li>-Ecosystem</li> <li>-Organisms</li> <li>-Adaptation</li> <li>-Extinction</li> <li>-Plants/Animals</li> <li>-Species</li> <li>-Population</li> </ul>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and</p>	<ul style="list-style-type: none"> <li>• Students are <u>identifying</u> the effects an ecosystem experience.</li> <li>• Students are <u>specifying</u> the organisms and the specific effects that each may encounter.</li> <li>• Students are <u>categorizing</u> the effects to the ecosystems and the organisms involved.</li> </ul>
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<p>to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	
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**Materials**

<p>Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Smart Board, Computer, YouTube, Brain Pop Video, Graphic Organizer Worksheet copies, magnets, white board, dry erase markers.</p>
<p>Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)</p>	<p>Pencil, Copy of Graphic Organizer worksheet with blank pieces of paper, glue.</p>

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<p><b>Amount of Time</b></p>	<p><b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b></p>	<p><b>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)</b></p>
<p>10 minutes</p>	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> <li>• We will review what an ecosystem is</li> <li>• Watch Brain Pop video</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will start off by asking review question on what an ecosystem is and what it is made up of. Students will discuss in an organized manner.</li> <li>• After students will watch Brain Pop video about ecosystems to get their thoughts moving. <a href="https://www.brainpop.com/science/ourfragileenvironment/ecosystems/">https://www.brainpop.com/science/ourfragileenvironment/ecosystems/</a></li> <li>• Then we will discuss what ecosystem they think we live in and any changes that might have effected it.</li> </ul>
<p>45 minutes</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> <li>• I will explain in detail the web and assignment</li> <li>• Students will create what effects they think are involved in an ecosystem.</li> <li>• Student will share their ideas amongst their groups</li> <li>• As a class we will take the most common</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will pass out to each student a graphic organizer with the ecosystems listed and strips of paper blank. Students will refer to the organizer and write down their ideas of what changes in the specific ecosystems effect each organism on strips of paper.</li> <li>• Students will glue the strips of paper next to each organism that matches their effect. Students will then talk amongst their groups on the many different ideas they came up with.</li> <li>• As a class we will then come together and discuss the idea that each group came up with and take the most common ones making a large class graphic organizer on the board so that each child can see the bigger picture of the effects that can hurt or build up am ecosystem.</li> </ul>

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
	<ul style="list-style-type: none"> <li>effects for each ecosystem from the groups</li> </ul>	
5 minutes	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Students will clean up their work space</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will close class with song over smartboard as students clean up their work space and get ready to leave <a href="https://www.youtube.com/watch?v=jLq-SG8L6yY">https://www.youtube.com/watch?v=jLq-SG8L6yY</a></li> </ul>

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p><b>Remediation/Intervention:</b> I will apply more focus on those that may need remediation or intervention by having small group lessons is necessary without making the students feel singled out.  <b>IEP/504:</b> I will follow the individualized IEP/504 to the student while incorporating the lesson.  <b>LEP/ESL:</b> I will use translation to the best of my ability for any part of the lesson that might not be understood, even putting the lesson in simpler phrases.</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.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>Students will be in groups to help work off each other's thoughts and support one another while working on the individual part of the assignment.</b>  <b>Students will have verbal instruction as well as written instruction to ensure they completely understand.</b>  <b>Students will have an example of the assignment to have a visual of what is expected.</b></p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students create their own ideas of the effects ecosystems might encounter.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students are involved in class discussion.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

<p>Explain <b>connections to theories</b></p>	<p>Research support the idea of having students put in small</p>
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<p><b>and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>groups to work with each other on assignments. By doing so they are able to work off each other on their ideas to help get their minds to think about things that may not happen if they were doing an assignment alone. Research supports that beginning class with an open discussion help to develop language abilities and thought processes.</p>
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**Lesson Reflection/Evaluation**

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

