

## Lesson Plan

Learning Segment Focus Organism Groups

Lesson 3 of 3

Course & topic addressed Interdependent Relationships in Ecosystems Date 10/14/20 Grade 3rd

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will be able to construct an argument for why some organisms form groups in their ecosystems in order to thrive.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students have previous knowledge of how plants and animals depend on certain aspects of their environment to live. With this lesson the students will enhance their knowledge of the specific organisms social interactions and group behavior by interacting with the real life animals on Animal World.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students previous and future knowledge of organism interactions will assist in developing thoughts on the behaviors organisms have in their community. Students will be able to make personal inferences on if they live in specified groups as well.

### 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.D: Social Interactions and Group Behavior</b> Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (3-LS2-1)
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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>-Organisms</li> <li>-Groups</li> <li>-Colonies</li> <li>-Herds</li> <li>-Hives</li> <li>-Ecosystems</li> <li>-Functions</li> <li>-Survival</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 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>	<ul style="list-style-type: none"> <li>• Students are <b>identifying</b> the organism that live in groups, how they survive, and what their environment looks like.</li> <li>• Students are <b>specifying</b> the specific needs of organisms and social interactions of specified groups.</li> <li>• Students are <b>categorizing</b> the organisms by how they obtain food, defend themselves, and deal with changes.</li> </ul>
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computers, Smart Board, YouTube, Teacher copy of graphic organizer, access to app Animal World.
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Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Pencil Copy of blank graphic organizer, Internet access from Chrome Books, Crayons, writing journals, access to Animal World app.
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**Lesson Timeline with Instructional Strategies & Learning Tasks**

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	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)
15 minutes	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>We will review how animals work together in the ecosystem</li> <li>Watch video on animal groups</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will start off with a discussion on how animals work together by asking students “Do animals work together?”, “How?”, “What animals do you think live in groups?”, “What do you think their environment looks like?”</li> <li>Students will then watch video about specific animal groups to get their thought process working. <a href="https://www.generationgenius.com/videolessons/animal-group-behavior-video-for-kids/">https://www.generationgenius.com/videolessons/animal-group-behavior-video-for-kids/</a></li> <li>Teacher will then ask class what their favorite animal group is from the video.</li> </ul>
45 minutes	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>I will explain in detail the assignment for web organizer</li> <li>Students will explore the app Animal World to enhance their understanding of the animals and what their environment looks like.</li> <li>Students will take their favorite animal group and make a graphic organizer of how that group survive in the environment amongst their group.</li> <li>Students will share their favorite organism in their groups along with the pictures they took in the app of their animals.</li> <li>Students will share their favorite with the class.</li> <li>Students will write in their journals</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will explain in detail what the assignment is and display the teacher copy of the graphic organizer.</li> <li>Students will choose which animal group is their favorite from the video. Students will then research their animal group and find information about how they socially interact and thrive. Students will explore these animals on the app Animal World. Students will then write down this information in the correct locations on the graphic organizer. Student may color or decorate their graphic organizer if time is still available.</li> <li>Students will talk among their group about each animal group they choose, and they will share one fact they found interesting along with the pictures they took in the app of their favorite animal group.</li> <li>As a class we will come together and one student from each different animal group will share findings from their graphic organizer and the information they found interesting from Animal World with the class.</li> <li>Teacher will ask students to answer the question “What are examples of human group behavior?” and students will write in their journals the answers.</li> </ul>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	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)
5 minutes	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Students will clean up their workspace</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 supporting one another while working on the individual part of the assignment.</b>  <b>Students will have written and verbal instruction to ensure understanding of the assignment and topic.</b>  <b>Students will have a teacher example of the assignment providing a visual to assist in what is expected for the assignment.</b>  <b>Students will be provided a video before the lesson and assignment to help give an idea of each group discussed.</b>  <b>Students will have prior instructions on how to navigate the app Animal World so that they can ease their way through the assignment.</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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students share their ideas and research with class and within their group.</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students are involved in class discussion.</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students make inferences on animal groups.</p>

**Research/Theory**

<p>Explain <b>connections to theories 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>Research supports students being put in small 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 thought process moving.          Research supports that beginning class with an open discussion help to develop language abilities.          Research supports having videos as a form of visual, by having at least one even student who may have a learning/verbal disability the student is able to get a feel for what is being taught.          Research states that by having a real life visual of the content being learned the students learn quicker.</p>
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### Lesson Reflection/Evaluation

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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://w\\_ebcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ.web.mnstate.edu/hams/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us](http://w_ebcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ.web.mnstate.edu/hams/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>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
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