

## Lesson Plan

**Learning Segment Focus** \_\_\_\_\_ **Lesson** \_\_\_\_\_ **of** \_\_\_\_\_

**Course & topic addressed** Science : Frog dissection **Date** 9/21/2020 **Grade** 7

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Learn about the anatomy of a frog and where it stands on the food web
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Looking at how a frog is made will help determine its place on the food chain.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	

### 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>7-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</b>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Various anatomical words.</b>
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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>	
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard with projector, computer, ipad
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Computers, ipads

### 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)
5 minutes	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Learn that how an animal is made determine their place on the food chain.</li> </ul>	I will explain to them how an animal biological structure determines their placement in the food chain.
<p>Large group 30 minutes</p> <p>Small group 45 minutes</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Learn about the dissection app</li> <li>Start dissecting through the app and learn as they go</li> <li>Peer group learning in small groups</li> </ul>	<p><b>Large group learning:</b> After introducing the app and what we are doing I will let them get started.</p> <p>The app has videos and games along with the dissection to help expand the students knowledge.</p> <p><b>Small group:</b> I will let some work in pairs if they want to..</p> <p>I will go around the room as they work on them and see if any are struggling or need help.</p>
10 minutes	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Go over where a roq stands in regards to other parts of the ecosystem.</li> </ul>	Explain to them briefly where the frog fits on the food chain and what biologically puts him there.

### 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><i>LEP/ESL: Simpler terms and one on one instruction</i>  <i>Remediation: One on one instruction when time allows,</i>  <i>IEP/504: depends on severity of disability</i></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></p>	<ul style="list-style-type: none"> <li>One of the modifications would be 1 on 1 with me at my desk if I see that they need it</li> </ul>
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(All students who are not on specific plans mandated by federal and state law.)	
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**Assessments: Formative and/or Summative**

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 & 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**

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> .	
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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?	<p><i>TO BE FILLED IN AFTER TEACHING</i></p> <p><i>Depending on how well the assessment went I may have to do a quick review before the main test.</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>;  
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