

Name Joy Springhart

## Lesson Plan Template

Lesson Segment Focus Animal Classifications Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Science, Animal Classifications & Characteristics

Date 10/11/18 Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	The students will be able to define the different classifications (categories) of animals in a zoo, differentiate which animals go into which of those categories,
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson will have a connection to our prior lesson on the classifications of animals, where we labeled and learned about those different classifications.
Knowledge of students background (personal, cultural, or community assets)	My students love animals and we will expound on that love, especially their love for certain types of animals. Many of my boys love reptiles, while several other students have a passion for everything ocean- or water-based.

### 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.	<b>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</b>
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I will assist the students in academic language by working to change the use of terms such as types, categories, kinds, or any other casual term, into the correct terms, like class, order, family, species, etc.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Classification or class are the primary terms students must be familiar with. We must address (in review) what these terms mean and the sub-groups beneath them.
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## Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> <li>• Internet access for zoo websites</li> <li>• Smartboard</li> <li>• Excel program</li> <li>• Anchor chart paper</li> <li>• Marker</li> <li>• <u>Animal School: What Class Are You?</u> book by Michelle Lord &amp; Michael Garland</li> </ul>
Materials needed by students for this lesson.	<ul style="list-style-type: none"> <li>• ___'s Zoo creative sheet</li> <li>• Colored pencils, markers, or crayons</li> <li>• Animal portfolio (we have been working on this in science all year)</li> <li>• Hole puncher</li> </ul>

## 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.
	<u>Introduction:</u>	TTW gather the whole class to the carpet say, “Class, today we are going to talk some more about animals! Who remembers what we learned about how we categorize animals and put them into groups? TSW respond—(We learned about classes, families, etc.) TTW say, “Today we are going to be talking more about animals and their classifications, their characteristics, what they get from the parents, as well as learning about how many animals the zoos across America have. Let’s start by reading a book.
	<u>Instruction:</u>	TTW begin by reading the book <u>Animal School: What Class Are You?</u> by Michelle Lord and Michael Garland to the class. After reading this book, TTW begin a discussion about the different classifications of animals discussed in the book—mammals, birds, reptiles, amphibians, and fish—and their characteristics. She will bring out the anchor chart paper and marker and begin making an anchor chart with the students of each class and some of its characteristics. (Birds have beaks, reptiles have scales, mammals birth their babies instead of having them via eggs, etc.) TTW say, “Let’s talk about these characteristics. Do you have characteristics that tell me that you are human?”

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.
		<p>What are some of those?" (Let students provide their own suggestions while scaffolding them into talking about higher-order terms of how humans are different from animals.) TTW say, "Okay, how many of these different classifications of animals do you think we might find in our local zoo?" (Allow students to guess.) "Do you think that other zoos in bigger cities might have more or less animals in each class?" (Scaffold students to discussing the fact that larger zoos often have more animals, etc.) TTW tell the students to get out their animal portfolios because we are going to work on them some more, and today we are going to learn about zoos around America and their animals, and we are going to imagine and design our own zoos! TTW begin pulling up different zoos from around the country—the south (surrounding area), the East Coast, and the West Coast. She will allow students to follow along on their Chromebooks as she visits the zoo websites on the Smartboard, and will begin filling in a spreadsheet of 3 zoos from each region and how many animals of each classification they have, then totaling and averaging them. The students will be encouraged to record as much of the info as possible and begin brainstorming their own zoo and how many animals it might have of each classification—maybe it'll feature a special exhibit on animals with scales, or feathers, or animals who birth their babies, or another characteristic.</p>
	<b><u>Closure:</u></b>	<p>TTW say, "Today we have learned about the classifications and numbers of animals in zoos around the world, and their characteristics. Take your creative sheet and design your own zoo now!" TSW take about half an hour to design their own zoo, inspired by the information they recorded during our research. TSW draw, color, or write about their own zoo on their creative sheet. When finished, they will hole-punch and place the creative sheet in their animal portfolio. TTW say, "I am so proud of all of you and your zoos! I would love to visit them one day!"</p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<ul style="list-style-type: none"> <li>• For remediation and intervention students, I will allow them to draw pictures or keep up with the info in another way besides writing excess amounts of information.</li> <li>• For IEP/504 students, I will consult their IEP/504 to see what modifications need to be made—a helper, buddy, or extra time, or a closer seat to the Smartboard are all several options I will provide for these students.</li> <li>• I will assist LEP/ESL students by providing picture examples for everything we talk about, faux feathers and scales as artifacts for them to see and touch to better understand, and videos or info in their native language if necessary.</li> </ul>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This will primarily be done via monitoring the room while students are working—making sure they are helping each other work on Chromebooks, asking questions to make sure they understand what we are discussing, and working the room while students are designing their zoos, answering questions and giving suggestions where necessary.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will monitor understanding of content being taught as students answer questions in discussion, make their own conclusions on recording sheet, and design their own zoos.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	I will assess final understanding and application of content being taught after the lesson is finished by observing students' finished projects in their animal portfolios, including recording sheets and finished zoos.
	<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>