Name_Jennifer Webb_____

Food Chain Lesson Plan

Learning Segment Focus____The Food Chain____Lesson _____2_____of_____3_____

Course & topic addressed _Science-Matter and Energy in Organisms and Ecosystems_
Date_____ Grade___5___

Student Outcomes

Specific learning **objectives** for this lesson.	Students will comprehend the basics of the food chain. Students will demonstrate an understanding of the food chain by creating their own food chain.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have created chains before in class. Students have read and analyzed documents before.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students are able to bring their own cultural experiences to the class by providing their own examples of members of the food chain.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS3-1, 5-LS2-1) RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-LS1-1)

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	-Producer -Primary Consumer -Secondary Consumer -Tertiary Consumer -Apex Predator -Decomposer -Food Chain -Food Web

Academic Language Support

What are the **Academic Language Function(s)** (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? What planned **Academic Language Supports** 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 **Academic Language Demands (vocabulary, syntax, and discourse)?**	

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Laptop Internet access Access to padlet, google docs, and google classroom
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Laptop Internet access Access to padlet, google docs, and google classroom

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)
2 minutes	**Introduction**: Instructions/Gather Supplies	Students will be using a hyperdoc in padlet to complete the lesson on the Food Chain.
35 minutes	**Instruction:** Student work	Students will follow directions on padlet to complete the assignment. When they finish they will turn their completed assignment in to google classroom. Teacher will use this time to engage in writing conferences with individual students.
2 minutes	**Closure:** Clean up	Students will finish their assignment and make sure it has been turned in to google classroom. They will then put away any supplies used and get ready for the next class.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	.Students will receive differentiated padlets to cover their specific needs. This may be an appreviated assignment, or a different article.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**	**My Ell students will receive a padlet that also have a list of vocabulary cognates on it.** **Students who need scaffolding may be assigned to work in groups to complete the assignment.**

(All students who are not on specific plans mandated by federal and state law.)	

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).	■ Formative /☐ Summative	Discussion Board
	☐ Formative /■ Summative	Completed Personal Food Chain
	☐ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	This is an example of project based learning and flipped classroom. Students learn the information on their own and then the teacher is involved with the application of the skills.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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;
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