**Name:** Kaitlin Akridge

**Lesson Plan Template**

**Lesson Segment Focus:** Animal Groups  **Lesson:**  1 **of** 1

**Course & topic addressed:** Animal Groups  **Date:** 2/5/2019 **Grade**: First

**Student Outcomes**

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| --- | --- |
| Specific learning objectives for this lesson. | This lesson is for the students to learn some of the different animal groups. They should be able to match the animals with their groups and names. I want them to be able to identify at least two animals for each group and match them by drawing lines to each one. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Prior to this lesson the students learned different animal names and we matched their names to their pictures. The students also learned the different animal groups and what went in each group. They will need to know why the animals are grouped the way they are. This lesson and diagram should be a review of those prior lessons and activities. |
| Knowledge of students background (personal, cultural, or community assets) | Some students will already know a lot about animals and what they look like because of past experiences and what they’ve learned from their family. However, some students may not have any prior knowledge before starting these lessons. |

**State Academic Content Standards**

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | **1-LS1-1** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |

**Academic Language Support**

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| --- | --- |
| 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? | Students will need a strong support of different languages and its good to make the students feel comfortable learning and using other languages. Give extra and specific instructions and practice when needed to be successful. |

Key Vocabulary

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| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | The students will review this vocabulary first to help them get a better understanding of the things they are learning in this lesson.  Animals  Fish  Reptiles  Birds  Mammals |

Materials

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| --- | --- |
| Materials needed by teacher for **this lesson**. | The teacher will need a filled in worksheet and review cards that show the animal groups and definitions. |
| Materials needed by students for **this lesson**. | Students will need a worksheet and a pencil. |

**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.** |
| --- | --- | --- |
| 30 minutes | **Introduction**:  Review with flash cards and matching games. | I will start this lesson with some review flash cards and matching games, we will review in groups and then together as a class. The students will be in their table groups and will take turns matching the pictures with the animals’ name. Then as a class we will match the animals with their groups using the flash cards. |
| 3-5 minutes | Instruction:  Worksheet  Reading quietly on their own. | I will hold up the worksheet and explain to them that they need a pencil to do this. I will explain that they will need to draw a line connecting the animal name with its group and the group with the picture of the animal.  Next, I will pass the worksheets out to let them see what I’m talking about and I will let the class do one together with me to help them to make sure they understand what to do.  I will ask if they have any questions and make sure that no one is confused before I let everyone start on their own.  The students will do the worksheet on their own and I will ask them to turn it in to me when they are done as they get done, I will have them go back to their seats and read quietly until everyone is done.  This worksheet will show me if the students understood the things that we learned about animals and why they go into each category. I will be able to see who needs a little extra help with this lesson and if the students are meeting the intended learning objectives. |
| 10 minutes | **Closure:**  Class discussion | I will review and end the lesson by having some the students share groups that they put together and we will discuss if the class agrees with the groups. |

**Accommodations/Modifications**

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| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | I will have a section set up for interventions if students need to meet with me for extra help and if needed I will have folders set up to help students focus on their work. If needed I will have a. Group of students come to me so I can read the instructions to them and help them understand better. I will give the instructions out a few days early for any students who need it and their parent/guardian can review this with them before class so they are prepared and aware of what we will be doing. |

**Differentiation:**

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| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I can make sure that all accommodations are met and that everyone is getting what they need. I will have the different centers set up around the room for every student who needs different help and assistance. |

**Assessments: Formative and/or Summative**

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| --- | --- | --- |
| 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 |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

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| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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| 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>; <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>