

## Science & Social Studies Lesson Plan

### Learning Segment Focus Animal Habitats

Lesson 2 of 2 Topic Science & Social Studies Date 4/12/2021 Grade 2nd

#### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	<ul style="list-style-type: none"> <li>Given access to an already created Padlet map, students will explore environments of different parts of the world through watching videos and playing games.</li> <li>Given a worksheet, students will correctly identify which of 6 animals belongs in one of the following habitats: jungle, plains, sea, mountains, forest, and desert.</li> </ul>
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	According to the standards, students should have already been introduced to the basics that humans and animals need to survive. They should also have already been introduced the relationship between plants and animals and their environments. This content is a more complex extension that puts animals in their habitats and explains the differences in those environments. We will have already had a lesson on animal habitats, and this will be more of a review activity from that lesson.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	This content provides students a basic foundation for learning about other parts of the world and how they are different from where we live. It will open their minds to different cultures and provide a good introduction to geography. It will also show how different animals and people are suited for and adapt to different environments and the impacts they have on where they live.

#### 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).	<p>Science</p> <ul style="list-style-type: none"> <li>2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>G.8.2.1: Use map keys, legends, symbols, intermediate directions, scale, and compass rose to derive information from maps.</li> </ul>
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#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Habitat Map Continent
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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>	Students will watch a short video on each of the following environments: rainforest, tundra, savanna grasslands, forest, desert, and ocean. The videos will introduce them to the habitat and the plants and animals that live there. They will also be given the opportunity to play a variety of games involving animals and their habitats to reinforce these concepts. At the end of the lesson, students will complete a worksheet that has them match the following animals to their habitats: goat-mountains, monkey-jungle, shark-sea, snake-desert, zebra-plains, and fox-forest. This will be a student-led lesson of sorts, as they will have already been introduced to the material.
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**Materials**

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> <li>• computer</li> <li>• projector</li> </ul>
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> <li>• iPad with access to Padlet</li> <li>• headphones</li> </ul>

**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><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• briefly explain activity</li> <li>• students get their iPads and access the Padlet</li> </ul>	I will start the activity by showing them the Padlet on the projector screen from my computer. I will give them an overview of what we will be doing. We will watch the short videos one at a time followed by brief discussion of each. Then they will be given time to complete the worksheet and allowed to play the attached games while they wait on the next activity.
40 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• watch videos</li> <li>• discussion after each</li> <li>• complete worksheet</li> </ul>	We will start by watching a video. Students will be instructed to plug in their headphones and watch one of the videos of my choice on their iPad. Once everyone has watched the video, we will discuss what the habitat was, some important facts about it, some of the animals that live there, and anything else they may want to comment about it. After doing this with each of the six videos, I will have them complete the worksheet on their iPads that requires them to match 6 animals to their habitats: goat-mountains, monkey-jungle, shark-sea, snake-desert, zebra-plains, and fox-forest. They will turn in the sheet on Google Classroom.
5 min - ?	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• play habitat games</li> </ul>	Once students finish the worksheet and have shown me that they turned it in on Google Classroom, they will be allowed to play the attached habitat games on the Padlet.

**Technology Integration**

Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives,	Students will be using their 1:1 iPads for this activity. This will allow everyone to participate at their own pace and preference. They will each be able to hear and see their own videos, play their own games, and complete their own worksheet, making this an independent lesson instead of a whole group.
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<p>content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	
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**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>Accommodations and modifications will depend on the students in my classroom. Some students may need something as simple as a seat close to the board or close to my desk. Others may need to be sitting with specific students who can help them throughout the activity. Some may need speech to text on their videos, and some may need help reading the words on the worksheet. Many other strategies could be implemented depending on the students present.</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>Since this lesson is independent and student-led, it is already somewhat differentiated. They will be required to watch videos in a certain order at a certain pace, but will be able to play whatever games they choose and complete the worksheet at their own pace when the discussion is over.</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>	<p><input checked="" type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative</p>	<p>Discussion will be utilized throughout the lesson to ensure that students are understanding the videos that they are watching and habitats they are learning about.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> <b>Summative</b></p>	<p>Students will complete the worksheet that matches animals to their habitats. Minor confusions will be excused and discussed since this is a review lesson.</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>This lesson correlates well with Skinner’s behavioristic view of learning. The students will be absorbing information presented to them, and simply reacting to the teacher’s prompts. Their learning will be measured by their behavior (watching the videos and completing the worksheet).</p> <p>This activity also allows for multisensory instruction. Students are viewing and hearing the material presented to them from the teacher (me), hearing and participating in conversation about the material with their peers through discussion and interacting with it through videos and games. They are engaging with the material instead of just passively listening to a teacher lecture to them.</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://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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