

Name Kylie Brickey

Lesson Plan Template

Lesson Segment Focus Energy in Animals Lesson 3 of 5

Course & topic addressed Science-Energy in Animals' Food Comes from the Sun Date 1/31/19
Grade 5

Student Outcomes

Specific learning objectives for this lesson.	For students to understand how energy in animals' food originally comes from the sun.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will learn about omnivores, herbivores, carnivores, and energy in previous lessons. Students will apply this to the lesson to see how energy goes through each level (sun to animals).
Knowledge of students background (personal, cultural, or community assets)	

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.	5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
--	---

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?	Word Wall with key vocabulary posted in English and any native language of any of my students.
--	--

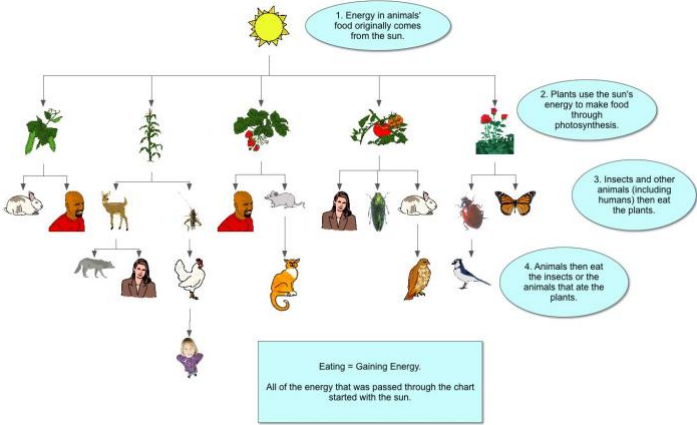
Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Energy, Omnivore, Herbivore, Carnivore
---	---

Materials

Materials needed by teacher for this lesson.	Handouts of charts
Materials needed by students for this lesson.	Notebooks and pencils

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.
10 minutes	<p>Introduction: Review of previous information</p>	<p>I will stand in front of the white board and on it I will have written the words: omnivore, herbivore, carnivore. I will ask the students to raise their hands and tell me things they know about each of these (i.e. What are they? What do they eat?) I will write their responses next to the correct term and we will have a class discussion to review this information.</p>
35 minutes	<p>Instruction: Instructing students on new information.</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>I will then hand each student one of these diagrams. I will ask the students what makes them able to do anything? I will direct them to the answer of “energy.” I will ask them where this comes from. I’ll use the chart to show the students that the energy they have originally comes from the sun, but has to pass through other plants/animals/insects first.</p> </div> </div>
5 minutes	<p>Closure: Student activity</p>	<p>To close, the students will write a brief chart of their own showing how energy moves from the sun to themselves, similar to my chart, so I can check their understanding.</p>

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.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	
--	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Word Wall
--	------------------

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	Closing activity, just a check to see if they understood where their energy comes from.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

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

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>
---	---------------------------------------

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>