



Lesson Plan Model¹

Lesson Title/#: Vertebrates

Grade Level: 2nd

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>The central focus for this content is for students to be able to identify and define vertebrates.</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures</p> <p>What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies²</p>	<p>They will be able to classify animals.</p> <p>They will be able to differentiate between fish, mammals, reptiles, birds, and amphibians.</p> <p>They will compare and contrast the characteristics of each group.</p> <p>They will be able to look at characteristics and place that animal in the correct group.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>What are the specific learning goal(s) for students in this lesson?</p>	
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>The students must already know the word “category” as well as the definition. The students should know the definition and characteristics of a vertebrate. The students should know that Humans are vertebrates.</p> <p>What students do not know is the similarities we (humans) have to other mammals. They do not know the five categories that make up vertebrates.</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch _____2_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will begin my lesson with a PowerPoint or short video about animals. It will last anywhere from 2-4 minutes and will have exciting music and animal graphics.</p>
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<p>Instruction _____20_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will use exciting graphics and list characteristics of each category. I may also use animal sounds from the internet to have them guess which category we are discussing.</p> <p>I will link the new content by showing the students that we (humans) are vertebrates. I will then explain which category we belong in and what other animals are in that category. We will discuss the similarities and differences of humans and these other mammals.</p> <p>I will also link this lesson to their personal lives. We may discuss what kind of pets they have at home and place those pets into categories.</p> <p>Examples: "Johnny has a chameleon at home. His chameleon is a reptile." "Suzie has a dog at home. Her dog is a mammal." "Franks frog is an amphibian."</p> <p>I will ask the students questions about their animals/pets at home. We will discuss whose animal belongs in which category and fill that in on our web.</p> <p>I will engage the students with awesome pictures of amphibians, fish, reptiles, mammals, and birds. I will show them the differences in their anatomy and structure.</p> <p>The students will complete a web of their own.</p> <p>They will also complete a worksheet which lists characteristics of an animal and asks which category it belongs in based on the given information.</p> <p>I will determine if students are meeting the intended learning objectives by quizzing them on the characteristics of each category. I will hold up a picture of an animal and have them tell me which category they belong.</p>
<p>Structured Practice and Application _____40_____ Minutes</p>	

<p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will create an activity or assignment that the students will work on independently. I will allow them to use the information given from the web we created to decided which animals belong to which category. They may have a picture or description and will be expected to properly categorize the animals.</p> <p>Students will apply what they learned by creating a poster in groups. Again, they will be separated into groups and will each get a category. Each group will create a poster that will have the name of their category, pictures of the types of animals in that category, as well as characteristics of the animals in that category. They will use magazine and newspaper clippings to find pictures of these animals. They will glue the pictures on and use markers to make the posters colorful.</p> <p>I will know that the students are meeting the learning objectives if they are actively participating in the lesson, if they are helping their groups add to the web, if they are help their group with the poster, and if they are able to complete the independent worksheet that will be required.</p>
<p>Closure</p> <p><u> 4 </u></p> <p>Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by asking the students what their favorite vertebrate category is and why. It will be brief but it will let me know if they met the objectives of the lesson.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p>

	<p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Once we have the five categories of vertebrates listed, the students will then partner up or break off into groups, per my choice. Each group will be assigned a category (fish, birds, reptiles, amphibians, mammals) and will collectively list as many animals in that category. (For mammals, they may list: horse, whale, dog, etc) There will be a timer set for a specific amount of time ample enough for the students to gather plenty of animal names.</p> <p>I will separate into groups by random selection either with the smartboard or popsicle sticks. There will be 5 even groups.</p>
<p>What ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If my PowerPoint crashes or does not save properly, I can look up a video on YouTube that is like the lesson and will catch their attention.</p> <p>If my projector does not work that day, I can always draw my web on the board and have students follow on their own papers.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p>	<p>I will need a projector, so I can show the web we are creating to categorize the vertebrates into their five groups.</p> <p>I will also need a PowerPoint/Short Video that includes graphics from the internet of these vertebrates.</p>

<p>What materials do the students need for this lesson?</p>	<p>The students will need their listening ears and seeing eyes. They will need a pencil, so they can follow my web on their own paper for their benefit and knowledge.</p>
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Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>

<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	
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Resources:

Attach each assessment and associated evaluation criteria/rubric.