Name___Kaitlin Ponder_____

Lesson Plan

Learning Segment Focus___Ecosystems and Environments_____Lesson ___2_____of_____4_____

Course & topic addressed ___Science and marine life____Date___10/22/2020___

Grade___Kindergarten___

Student Outcomes

Specific learning **objectives** for this lesson.	Students will learn about ecosystems and habitats. They will learn how the needs of animals have to be met by their environment.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have prior knowledge of where animals live, such as the ocean, the farm, the forest, etc. They also have knowledge of which animals live where.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students from all backgrounds will need be familiar with the animals and habitats mentioned.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Habitat, environment, ocean, coral reef

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)?**	Students will learn through discussion and experience with the app. I will use illustration cards to assist students with their understanding of academic language and develop their content learning. This support addresses vocabulary.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPads, illustration cards, *The Coral Kingdom* book
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	iPads

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)
10 minutes	**Introduction**: • Read *The Coral Kingdom* by Laura Knowles	I will read the story and show the illustrations to the class, while students sit on the reading rug and listen.
40 minutes	Instruction: • Class discussion • Illustration cards • Use Splash: Ocean Sanctuary	I will lead the students in a group discussion about what they think the animals in the story need to survive. I will ask them how they think the animals got those things in the coral reef specifically. Students will raise their hands to participate in the discussion with me and with other students. As students correctly mention the things animals need to survive, I will put cards with those words and illustrations on the board, so that students can visually see and remember the correct answers. I will also put up illustration cards with sea animals on them, so that students can associate it with the book. After the group discussion, students will be put in pairs and will have time to use an iPad together and play with the app "Splash: Ocean Sanctuary". Students will have the freedom to navigate around the virtual coral reef and explore the information that the app provides. They will be encouraged to discuss what they are doing with their partner.
5 minutes	Closure: • Report back	Students will go back to their desk and will have time to raise their hands and briefly share with class what they learned.

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.)	Remediation: Go back over the illustration cards in greater detail Intervention: Use videos to further explain concepts to students in need of intervention IEP/504: For students who need visual accommodations, I would provide an audio experience to replace the app experience. LEP/ESL: Change the language in the app to the student's language, so that they can best understand that experience.

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?** (All students who are not on specific plans mandated by federal and state law.)	I would use the illustration cards to provide contextualized materials.

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	A short quiz over what animals need to survive
	☐ Formative /☐ Summative	
	☐ 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.**	The use of simulation apps provides a well-rounded sensory experience when real life experiences with a subject are not possible. For this reason, I chose to let students have time exploring the app "Splash: Ocean Sanctuary" so they could have a better understanding of the concepts.

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.