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Lesson Plan

Learning Segment Focus Diversity of life in different habitats Lesson 1 of 2

Course & topic addressed Life Science – Habitats Date 11/30/2020 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the different types of habitats and ecosystems. They will learn the different types of plant and animal life that live in each, and they will observe the diversity and differences between them and within them.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will be aware of some habitat names, such as ocean and forest. Most animals and plants discussed will have been previously learned as well.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will be familiar with many of the animals, plants, and habitats discussed from their personal lives. Some may have seen these animals locally, in a zoo, on tv, or in books.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Habitat, diversity, ecosystem, tundra, ocean, grassland, forest, rainforest, polar, desert
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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 grouping activities, pictures, charts, and worksheets. I will use the Padlet board to help students understand the meaning of the habitat names and to help them connect the animal names to what they look like.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	SmartBoard or projector, computer, habitat charts
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computers

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 min	<u>Introduction:</u> <ul style="list-style-type: none"> • Habitat introduction 	I will start the lesson by going over the different habitats and discussing the diversity of plants and animals all over the world and in each ecosystem.
30 min	<u>Instruction:</u> <ul style="list-style-type: none"> • Go over charts • Characteristics list • Grouping activity 	I will pull up the charts about each habitat from the Padlet board onto the SmartBoard. We will look over each chart and discuss what we see. I will teach students the details and differences between each habitat and explain why certain types of plant and animal life live in each habitat. I will then have students guide me in making a list on the board of characteristics of each habitat that they observed. Students can raise their hands and tell me characteristics. If it is correct, I will write it on the board under the correct category. I will then use the habitat charts and plant and animal stickers to do a grouping activity with the students. For each plant and animal, one student may come up to the board and stick it onto the correct habitat.
15 min	<u>Closure:</u> <ul style="list-style-type: none"> • Worksheets 	Students will then use their own computers to do the worksheets found on the Padlet board. They will follow the instructions and may look at the habitat charts or the linked website on the Padlet board to help them.

Accommodations/Modifications

<p>How might I modify 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>I would modify instruction for remediation and intervention by focusing more on the characteristics and grouping activities. I would use more of a one-on-one, hands on approach to help them better grasp the concepts. For IEP, I would modify instruction of accommodate hearing and vision impaired students by using sign language, or sensory and auditory descriptions of the different habitats and animals. For LEP/ESL, I would write key words in both English and the students' first languages.</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.) to ensure all student needs are met?</p>	<p>I used color coding on the charts to help students mentally categorize the different habitats.</p>
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(All students who are not on specific plans mandated by federal and state law.)	
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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 type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Label the Habitat worksheet 1
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	My Habitat worksheet 2
	<input type="checkbox"/> Formative / <input type="checkbox"/> 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 charts and grouping activities help students to visualize the concepts. This is helpful since we cannot actually visit each habitat as a class or see the plants and animals in real life. By providing a visual for students, they will better understand it.
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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>
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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>;
<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>;
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