Lesson Plan Model[1]

Lesson Title/#:   Identifying Animals and Their Environment

Grade Level: K

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	Introducing animals by form of sight and sound, and having the students identify what they are and where they live.
Content Standard What standard(s) are most relevant to the learning goals?	CCSS.ELA-Literacy.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson? **Concepts and reasoning/problem solving/thinking/strategies[2]** What are the specific learning goal(s) for students in this lesson?	Students will learn how to put familiar things into categories. Students will work in groups to sort out pictures, making them into groups. After doing so, they will be able to show the class what they found, and how they found it.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary	Students will need to know types of animals. Knowing what a farm, the ocean, and zoo are.

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[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.*

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to support the learning of the skills and concepts for this lesson?	
Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Instructional Strategies and Learning Tasks

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

Launch ____5____ Minutes (15) How will you start the lesson to engage and motivate students in learning?	To get the students motivated, I will ask them what their favorite animal is. This will get them all talkative, and ready to learn ab I will hold up multiple pictures of items that the students will be seeing. I will ask them what each of them are, so that I know their prior understanding of these are where It needs to be.
Instruction ____20____ Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior	I will split the class into 4 different groups. I will give each group 12 different pictures, and 1 diagram with pictures of the 3 different categories on them. (ocean, farm, and Students will then sort out the pictures, placing the picture of the animals that belong to that environment, below it. Since students already know what each animals is, this is broaden their knowledge on placing them into categories of which the I will walk around each group, listening to their discussions to help me understand their thinking process.

academic learning and their personal/cultural and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	I may ask the students, "What animal is that?", "What sound does it make?", "Can the animal swim, or walk?"
Structured Practice and Application ____20____ Minutes How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if	To ensure each student practices this new lesson, I will have a big poster set up with the 3 categories on it. Going 1 category at a time, I will call student(s) from each group to bring me what they have under it. I will then tape their pictures to the corresponding category, and we will talk as a class about what we found. I will also ask the groups questions like, "How did you know this animal lived here?", to ensure their understanding.
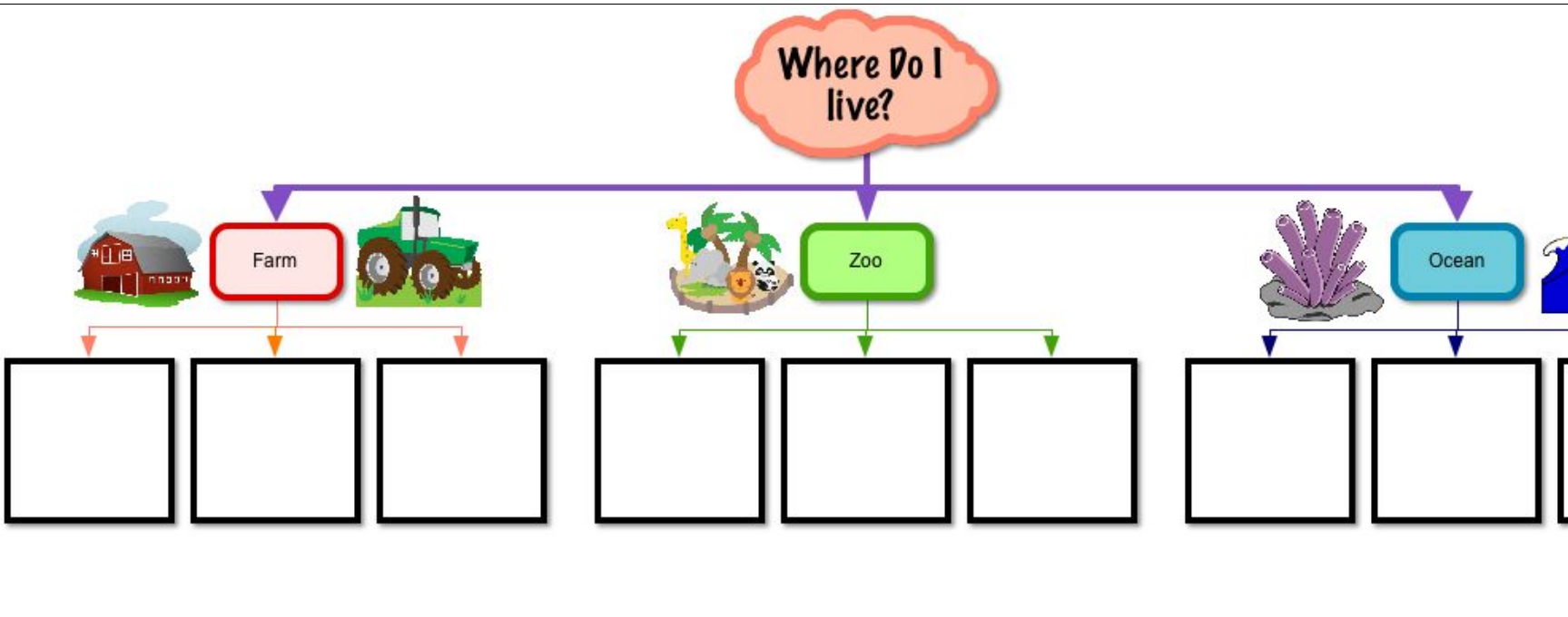
students are meeting the intended learning objectives?	
Closure __10___ Minutes How will you end the lesson?	To end the lesson, we will recap all of the animals we learned about and where they live. This will be done by group discussion.
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*:

successful in this lesson?	*Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial under and/or misunderstandings:*
Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	Students will be placed into groups, so that they can work together to find the answers. They will be grouped up by the pods they usually sit in.
What Ifs What might not go as planned and how can you be ready to make adjustment?	Some student's may already know all of the material, so I could maybe throw in some animals they may not be as familiar with, to ask questions.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	

Materials	Teacher: Pictures of different animals and places. Access to create a graphic organizer.
What materials does the teacher need for **this lesson?**	Students: Diagram, Glue, Pictures
What materials do the students need for **this lesson?**	

Academic Language Demand(s):

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?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
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?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
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?	

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 be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of	*Whole class*: *Groups of students*:

students what changes would you make to your **instruction**?	*Individual students*:
Justification Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.