

Lesson Plan Template

Lesson Segment Focus: Dinosaurs

Lesson 5 of _____

Course & topic addressed: Science; History of Dinosaurs

Date: October 29, 2018 Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	TSW gain an understanding of the types of dinosaurs as well as the life cycle of a dinosaur.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will use prior knowledge of life cycles and other animals to make connections and compare/contrast the lives of dinosaurs.
Knowledge of students background (personal, cultural, or community assets)	Students will use background knowledge used in class to read through the class Dinosaur EBook with the teacher.

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.	Standard 4- Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.
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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?	TTW provide a glossary at the end of the book as a reference for students to look at for vocabulary they are not familiar with.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Herbivore, Carnivore, Predator, Prey, Scaly, Hatch, and Fossil
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Materials

Materials needed by teacher for this lesson.	TTW need to create the EBook for students to use
Materials needed by students for this lesson.	TSW use the EBook from the teacher to read through

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.
	<u>Introduction:</u>	TTW begin by telling the students she has a new Dinosaur book for them to read. She tells them this book is full of information about all types of dinosaurs and what they were like. She tells them this book will go with the lesson they discussed earlier in the day.
	<u>Instruction:</u>	TTW will read through the Dinosaur EBook first with the entire class. Being sure to point out all of the key details throughout the story and discuss them with the class. Once the teacher has read the book with the class she will allow them to get on their devices to read and look through the book on their own or look through the printed out copies the teacher has provided for them. When the students have had the opportunity to look over the book on their own, TTW begin to tell them about an activity they are going to make that goes along with the book they just made. The activity will be to create their own dinosaur. The students will get to name it, come up with its qualities, and color their dinosaur however they choose. These dinosaurs will be shown to the class when everyone has completed theirs.
	<u>Closure:</u>	TTW conclude by asking questions about the book they got to read together and introduce the following activity.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.TTW read the book first to the class and be available to pull small groups of students to go through the book again with her when it is time for the students to go through the book on their own.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	TTW have the option to use the devices or the printed copy of the book for students to read. TTW help and discuss the book with students when needed.
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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 type="checkbox"/> Summative	
	<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.	
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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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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