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Lesson Segment Focus: Habitats

Lesson: One of Three

Course & topic addressed: Science – animals and habitats

Date: April 15, 2019

Grade: Third

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to list and describe 5 different habitats and different animals that live there.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have knowledge of different animals and different landscapes.
Knowledge of students background (personal, cultural, or community assets)	All students have heard of these animals, they are connecting them to where they live know and the different climates and landscapes.

### 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.	LS4.D: Biodiversity <ul style="list-style-type: none"><li>Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)</li></ul>
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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?	N/A
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Forest, aquatic, tundra, grassland, biome, habitat, rainforest, animals, biodiversity</b>
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### Materials

Materials needed by teacher for this lesson.	Smartboard, iMovie prepared, Instruction packet ready
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Materials needed by students for this lesson.	Computers
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**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.
10 minutes	<p><b><u>Introduction:</u></b></p> <p>5 different habitats</p>	<p>I would have the 5 different habitats written on the board for them to see as we go through the introduction. I would start with questions about the 5 different habitats we will be going over in class. I would have pictures of different habitats and ask them to describe what they see and ask them if they think it is cold or hot there. I would then pull up some pictures of different animals. I would ask them which habitat they think the animals go to and why.</p>
35 minutes	<p><b><u>Instruction:</u></b></p> <p>iMovie PowerPoint</p>	<p>I would play the iMovie for the students to watch and learn from it. After the iMovie we would discuss the different habitats and animals. We would talk about if they were right or wrong when we discussed in the introduction. Once they show understanding of the different animals and habitats, I would introduce their PowerPoint project they will be doing for the rest of class. They will split up into 5 groups, as a group they will be assigned a habitat to do 2 or 3 slides about. They will research different places, animals, climates and details of their habitat. I would give them about 25 minutes to work on these 2 or 3 slides as a group. I would walk around helping the students as they need help. We will be finishing up the PowerPoints the next day and combining the slides into one PowerPoint so we will have a full PowerPoint of all the habitats.</p>
5 minutes	<p><b><u>Closure:</u></b></p> <p>Summary Next class period</p>	<p>I will leave this time for questions about habitats, the PowerPoint and tomorrow's class period.</p>

### Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I would modify this lesson by having large print handouts for students to follow through the iMovie if they can't see well. I would have headphones for students to watch the iMovie on their own so they can hear it better if they have trouble hearing from the PowerPoint. I would have students who have trouble paying attention sit in the front of the room on the carpet to watch it. I would separate groups where all students are included and would work best together for smooth group time.</p>
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### Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p><b>We will discuss and watch the iMovie so the students can see the material and hear the material. They will have a hands on activity so they will be able to think about the materials and research on their own.</b></p>
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### Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment &amp; what is assessed).</p>	<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

<p>Identify theories or research that supports the approach you used.</p>	
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### Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>