

Name: Sydney Whitley

Lesson Plan

Learning Segment Focus: Interdependent Relationships in Ecosystems

Lesson 3 of 4

Course & topic addressed: Science, Animal Food Chain Date: January 28, 2020 Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to make a food chain (consisting of animals, plants, and humans)
Justify how learning tasks are appropriate using examples of students' prior academic learning .	This is lesson three, students should use the last two lessons for a better understanding. The first lesson we focused on patterns of plants and animals including humans and their needs of survival. The second lesson we focused on how those animals and humans can adapt/change their environments.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will be allowed to observe the material and have a hands-on activity to further their knowledge on the food chains.

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?	Food Chain, Animal, Human, Plants, Mammal
---	---

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) ?	Anchor Chart: a chart on the wall for students to add new words each day as lessons go along
---	--

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Smartboard, Inspiration program, paper (cut-outs of animals, insects, mammals), colored pencils, string
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Paper cut-outs, pencils, string

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)
5 minutes	<u>Introduction:</u> <ul style="list-style-type: none"> Students will get required materials for the lesson I will be at the smartboard guiding the students through the activity 	<p>One student from each group will get the required materials from the table which includes string, cut-outs of animals, mammals, insects, and plants.</p> <p>I will be at the smartboard with a model of the food web.</p>
30 minutes	<u>Instruction:</u> <ul style="list-style-type: none"> Activity 	<p>I will be at the front of the class giving instructions for the activity. Students are to work in groups to put together a food web with what they think is the correct order of animals, plants, insects, and humans. (tertiary consumer, secondary consumer, primary consumer, and producers) I will be walking around the classroom checking on each group to guide in the right direction.</p> <p>Towards the end of the lesson I will have the correct food web on the smartboard and I will go one by one and explain each as we go.</p>
5 minutes	<u>Closure:</u> <ul style="list-style-type: none"> Students will put materials back on the correct table I will get ready for the next lesson 	<p>Students will put all the materials used for the activity back where it was found.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p><i>Remediation?</i></p> <p><i>Intervention?</i></p> <p><i>IEP/504?</i></p> <p><i>LEP/ESL?</i></p> <p>(All students who have plans mandated by federal and state law.)</p>	<p>For any student of remediation or intervention I will work closely with that student to make certain they can do the activity and can comprehend the material</p>
--	--

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>(All students who are not on specific plans mandated by federal and state law.)</p>	<p>Using color coding of the material can let the students put the cut-outs in the correct order.</p>
---	---

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	Formative- this section is to inform the students of the content in this area of subject
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<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 .	Having the hands-on activity allows for the students to have a more precise grasp of the material. Letting them put the correct cut-out in the correct place lets them see how the food chain works and how it goes from decomposers to producers, to primary consumers, to secondary consumers, to tertiary consumers (top level).
--	---

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>
---	---------------------------------------

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>