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Lesson Plan Template

Lesson Segment Focus: Structure and Function of Animals Lesson: 1 of 2
Course & topic addressed: Science and Structure and Function Date: 11/12/2018 Grade: 4th

Student Outcomes

Specific learning objectives for this lesson.	Learning the internal and external structures of animals. Also learning the functions of the structures.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will build knowledge about animals. The students will gain more knowledge on how animals survive in their habitats.
Knowledge of students background (personal, cultural, or community assets)	The background knowledge the students need for this lesson is to know how different animals and plants look. Also, students need to know that plants and animals have different “parts” and that they use their parts for different things.

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.	LS1.A: Structure and Function ♣ Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
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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?	The students will receive a list of the academic key language; drawings of different animals and plants labeled using the academic key language will be given to the students.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Reproduction, External structure, Internal structure, Heart, Lung, Trachea, Liver, Kidney, Spleen, Stomach, Intestines, Rectum, Eyes, Ears, Claws, Paws, Wings, Horns, Thumbs, Legs, Nose, Shell, Antennas, Fur.
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Materials

Materials needed by teacher for this lesson.	Bulletin Boards, writing utensil, bulletin boards
Materials needed by students for this lesson.	Writing utensil, paper, phone, worksheets

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.
5 – 7 minutes	<u>Introduction:</u>	As a class we will talk about the human external structures and internal structures. We will try to compare our structures to animals.
30 – 35 minutes	<u>Instruction:</u>	First, we will learn the different external structures of animals and learn that not every animal has the same external structures. For example, a lion, a toucan and a bass (fish) do not share the same external structure. As a class we will label the different external structures of different animals. The animals will be drawn on a bulletin board and we will point arrows to the external structure and label it. The bulletin boards will be left on the classroom's wall for reference. We will also discuss how specific external structures of animals helps them survive in their habitat. Then we will discuss the internal structures of animals. We will discuss the location of each organ and their function. Each student will be given a worksheet with an animal drawn on it and their organs visible. As a class we will label the organs and talk about their functions. After we are going over the new knowledge the class will do a scavenger hunt in groups. The class will be divided in to six groups each group has to have a member with an iPhone. The students will download the app called QR Reader for iPhone. There will be QR codes place around the classroom that need to be scanned to answer questions. The answers should be answered correctly to advance to the next right location to answer another question. This will continue until the scavenger hunt is done. If the question is answered incorrectly the group will be sent to a location to scan another QR code and instructed to go back to answer the previous question they answered incorrectly. The first group to complete the scavenger hunt will receive a prize. Students pair up with students with phones
5 minutes	<u>Closure:</u>	As a class we will go over the questions in the scavenger hunt.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Demonstrating external and internal structures on animals they are familiar with. Simplifying the functions of the internal structures.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The class lesson will incorporate different types of instruction and examples of the content and will also contain different types of assessment. The class will also have the opportunity to work together and individually.
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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>; <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>