

Lesson Plan Model¹

Lesson Title/#: Habitats for animals

Grade Level: 3rd Grade

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	The central focus for this lesson is for students to understand which animals live in different habitats.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	LS4.D (3-LS4-4): Populations live in a variety of habitats and change in those habitats affects the organisms living there.
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	The student will understand the meaning of habitat and be able to identify different animals in each habitat.
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>The student will already be able to identify different types of animals.</p> <p>The student will have vague prior knowledge on what food different animals consume.</p>

*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*

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.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

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

<p>Launch 10 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will introduce the lesson by asking students to think of what different animals eat in order to survive. I'll then ask to them to think what different climates animals need to live in to survive based on what they eat.</p> <p>I will then explain that animals live in something called a habitat which is the most natural home for specific animals.</p>
<p>Instruction 20 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<p>I will ask my students to think about some different kinds of habitats around the world.</p> <p>To help my students better grasp the concept of habitats, I will project my Inspiration web over habitats on the smart board.</p> <p>I will use the hyperlinks included in my web for them to gain more information on 5 different habitats (forest, desert, water, grassland, and tundra) and some animals that live there.</p> <p>After this, I will re-write the 5 habitats on the smart board and ask my students to brainstorm more animals that live in these different habitats. Students will come up to the smart board and write animals on the board under the habitat in which they think they belong.</p> <p>This will help me determine if they are grasping the concept of habitats and if they are ready for their assignment over the subject.</p>

<p>and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application 20 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Once I am sure the students recognize the different habitats and the animals that live in them, I will pass out a worksheet.</p> <p>This worksheet will be a matching activity where they are able to color, cut, and paste animals under the 5 different habitats accordingly on a piece of construction paper.</p> <p>To assess my students, I will collect the worksheets and check if the animals match up to the correct habitat.</p>

<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>To end the lesson, we will come together as a class and I will encourage the students to share what animals they chose to live in each of the habitats.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>I could make this a group activity by letting my class break up into small groups and give each group a habitat.</p> <p>They could discuss as a group which animals they think belong in which habitat.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If some students need additional help, I will allow them to work with their elbow partner who was assigned a different habitat.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Materials needed: smart board, Inspiration 9 habitat web, class set of habitat worksheet, crayons, scissors, glue and construction paper.</p>

Academic Language Demand(s):

<p>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?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

<p>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?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>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?</p>	

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 been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

