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Lesson Plan Template

Lesson Segment Focus: Food Chains

Lesson _____ of _____

Course & topic addressed: Science

Date: October 29th Grade: 3rd grade

Student Outcomes

Specific learning objectives for this lesson.	Students will understand the food chain in the ocean.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Prior to this lesson, students will have already been introduced to the main food chains and food groups.
Knowledge of students background (personal, cultural, or community assets)	Some students may have never seen or heard of some of the producers and consumers in the ocean, due to this I will provide photos in the book for students.

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. C: ORGANIZATION FOR MATTER AND ENERGY FLOW IN ORGANISMS - All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-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?	For students who haven't quite grasped the concept of food chains, I will review food chains and food groups with my students before the lesson begins.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none">- Producer- Consumer- Food chain- Cockles/zooplankton- Carnivorous consumers
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none">- Access to PowerPoint book- Blank food chain worksheet- Access to projector/smartboard
Materials needed by students for this lesson.	<ul style="list-style-type: none">- Print out of PowerPoint book

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> 5	To introduce this lesson, I will review food chains with my students. I will also ask them if they have ever been to the ocean before and what kind of animals they saw there. I will also ask them what they think eats what in the ocean food chain.
	<u>Instruction:</u> 20	After the introduction, I will project the book “Food Chain: Under the Sea” on the smartboard. I will have my students take turns reading the book. Once we have finished reading the book, I will pass out a printed PDF version of the book to all of my students. After they have reviewed the book with their groups, we will come together as a class to discuss the book together.

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.
	Closure: 10	Once we have reviewed the book together, I will provide each student with a blank food chain worksheet that they will have to fill in. I will grade these worksheets and that will be helpful for me to realize if my students understand the material.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	If a student struggles with seeing, I will provide the student with a book and a worksheet with larger text.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To ensure all students needs are met, I will walk around as they are filling out their worksheet to see if any student needs any extra help.
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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>