

Name Lauren Perkey

Lesson Plan Template

Lesson Segment Focus Animal Defense Mechanisms (Protection)

Lesson 1 of 1

Course & topic addressed Life Science (Structure and Function)

Date 04-20-2019 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will learn that organisms have different ways that they defend themselves. Students will learn about camouflaging and mimicry along with different defense mechanisms of animals.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to know how to access the internet and make notes of research. Students must know some animals. Students must know how to work together to achieve a common goal.
Knowledge of students background (personal, cultural, or community assets)	

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.	<p>1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) or the responses of the parents (such as feeding, comforting, and protecting the offspring).]</p> <p>LS1.A: Structure and Function ♣ All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)</p>
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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?	I will help students by allowing them to ask questions and answer all of them. I will provide instructions for the students as to how to use the technology that they will need to use. I will place the students into groups inclusively and make sure that no one group has an advantage over another. I can provide extra parts of the assignment for exceptional students.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Defense, protection, mechanisms, information, research, animals, bones, camouflage, mimicry, body parts, patterns, behaviors.
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Materials

Materials needed by teacher for this lesson.	BrainPOP video and 2 Youtube videos, Padlet and Padlet account, 3 activities that are linked on Padlet, projector, computer, speakers.
Materials needed by students for this lesson.	The 3 informational sites listed on the Padlet, posterboard, markers, paper, pencils, access to computers or some other type of device.

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.
This lesson will be over a course of 3 days. 50 minutes (day 1)	<u>Introduction:</u> Students are sitting at their desks. Teacher is introducing the topic and playing the videos.	The teacher tells the students that they are going to learn about the different ways that different animals protect or defend themselves against their predators. The teacher will then introduce the topic to the kids by allowing them to watch the BrainPOP video about camouflage, youtube video about mimicry, and youtube video about camouflage. Then, the teacher will read the chapter of the textbook with the students by having the students take turns reading paragraphs of the text.
50 minutes (day 2)	<u>Instruction:</u> The students will use the computers and work as a group to create a poster. The teacher will monitor and help any struggling students.	The teacher will explain to the students that they are going to first do 2 activities by themselves and then a group project together. The students will first complete a worksheet in which they pick an animal from any of the 3 information websites. The students will then complete a creative writing assignment about pretending to be an animal and a time when it had to use its defense mechanism. Then, the students will work in groups that are assigned by the teacher to create a poster project displaying 3 animals and their defense mechanisms. The students can use their worksheet to help them complete the poster. The students must all work together as a team. The teacher will monitor, guide, and assist students.
50 minutes (day 3)	<u>Closure:</u> Students will present their posters to the class. The teacher will listen to the presentations and grade them.	The students will present their posters in their assigned groups to the class. The teacher will grade the posters that the students make. The teacher will evaluate the students on correct information, creativeness, and grammar/punctuation.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could ask for help from adults who come into contact with those students. I might ask the student what they think would be a comfortable compromise. I might also ask the student if they would like to attempt the lessons as they are before trying something different. I could find a slideshow that covers the topic of the lesson. I could have a language specialist come and help the student during this lesson.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I might allow the students to pick their own groups. I might have something that the students can physically touch. I might incorporate an app for students to play on the topic.
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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	The students will work in groups to create posters over the topic.
	<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>