

Name Lucinda Speak

Lesson Plan Template

Lesson Segment Focus Ocean Stratification Lesson 1 of 1

Course & topic addressed Life Sciences/Ocean Life Date 11/19 Grade 4

Student Outcomes

Specific learning objectives for this lesson.	Understand the various ocean levels and the types of life that inhabit them.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students understand that there are several kinds of ecosystem, we are just getting further into Marine life in particular.
Knowledge of students background (personal, cultural, or community assets)	Students live in a land-locked state, some may have never been to the ocean.

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.	3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Thermocline, Midnight Zone, Bioluminescent
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Materials

Materials needed by teacher for this lesson.	A projector or Smartboard and Microsoft Powerpoint
Materials needed by students for this lesson.	Eyes and ears.

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 minutes	<u>Introduction:</u> TTW explain to the students that they will be taking a more in-depth look at marine ecosystems	TTW be commanding attention at the front of the class while she introduces the unit to the students.
20 Minutes	<u>Instruction:</u> Read through the ebook, ask questions where necessary, scaffolding students as needed.	 TSW read over the ebook, either individually or as a whole class on the SmartBoard. Students will learn new facts about ocean stratification and the marine life that lives at differing depths. TTW ask questions and allow students to give feedback regarding their experiences with marine life, the ocean, and/or pollution.
	<u>Closure:</u>	

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Whole-class discussion or “grand conversation” is a good method or seeing who understands the content and has met learning goals. If someone is struggling, TTW bring up online examples and demonstrate concepts such as cold water density or pressure.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students will be able to read the ebook individually, listen to the instructor read it, see it projected on the SmartBoard in real-time, and have access to one-on-one instruction if needed.
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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>

