

Name Molly Allen

Lesson Plan

Learning Segment Focus Habitats of Animals Lesson 3 of 3Course & topic addressed Reading, Science: Habitats of Animals Date 12/2/2020Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to describe and identify the different habitats that animals live in.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	I will provide the students with flashcards and objects for them to look at and collaborate with one another. They will be provided with the padlet board in order to understand the habitats of different animals. It is important for the students to feel comfortable while viewing the padlet board.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The students will need to use observations to describe patterns of what plants and animals need to survive. For example, animals need to take in food, but plants do not. The different types of food needed by different types of animals and that all living things need water.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Habitat, Live, Animals, Forest, Jungle, Ocean, Desert
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	The students will be learning the different places that animals live. I will show them the padlet I created along with allowing them to play the game that is linked to the padlet. This will make the students excited to learn about the different habitats because they are getting to play a game with it. They will be following along with my presentation while doing a worksheet themselves.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	A book to read about habitats, flashcards, Animal Habitat worksheet, Animal habitats coloring worksheet
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Crayons, markers, pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 min	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Ask the students what they think animals need to survive • Ask the students questions about where animals like to go to stay safe or sleep • Explain that animals live in things called habitats, which is the real home for an animal 	<p>I will be at the front of the classroom writing on the white board the ideas that the students have of different habitats. The students will be seated on the carpet raising their hand to ask questions about habitats.</p>
25 min	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Read aloud the story about habitats • Tell the students to explain any new information they learned from the book about habitats. • Ask the students to name different kinds habitats that they can think of • The students will look at the flashcards with a peer. • The students will get to choose an animal that lives in one of the habitats to draw. • Then, they will be given a animal habitat worksheet. 	<p>I will let the students choose the markers and thing they want to color their animal habitat coloring worksheet with. I will go over the different habitats of different animals again. When they are finished with the regular worksheet, they will do the coloring worksheet at the end.</p>
5 min	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Allow the students to show and talk about the animal and 	<p>I will be standing at the front of the room calling on volunteers to come up and show and tell with their peers.</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	habitat they chose and the colors. <ul style="list-style-type: none"> The students will discuss the topic all together as a class 	

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	I would have the students reviewing with one another with the flashcards provided therefore if one student was struggling, then a different student could be helping them. I would have visuals pulled up on the board for them, such as, the padlet for the students to see. This will help the students who are struggling to understand the material and what is being taught.
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	Once I know the students are comprehending the habitats of different animals, I can start asking them a more variety of questions about more animals living in their habitats and what they eat. They will be able to group them together with matching.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Having the students match the animals with their correct habitats to see if they know any of them their selves.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	I will feel out my own animal habitat worksheet and see if the students get their own animal habitat worksheet correctly.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	As the students are learning about the different animal habitats, they are learning where each of the animals live and what they do in their habitats. This is related to Cognitive Learning Theory. This learning process is teaching the students to use their brains more often. Students will be able to justify their reasoning behind each of the animals habitats.
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Lesson Reflection/Evaluation

What went well ? What changes should be made? How will I use assessment data for next steps?	TO BE FILLED IN AFTER TEACHING
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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.

Updated 12-17-19 NLC

*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>;
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