

10/25/18 Field Trip E Book

Lesson Title/#: "Look Who is at the Zoo"

Grade Level: 3rd

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<ul style="list-style-type: none"> • Students will be recounting events from our field trip in order to create a book for parent’s night. • We will be taking pictures of our favorite animals, and researching those specific animals for important and interesting information to put in our books.
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<ul style="list-style-type: none"> • RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • RI.3.6 Distinguish their own <i>perspective</i> from that of the author of a text. • W.3.7 Conduct short research projects that build knowledge about a topic.
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies¹ What are the specific learning goal(s) for students in this lesson?</p>	<ul style="list-style-type: none"> • Students will have an understanding of how to use information found on the internet for the purpose of informing others. • Students will learn how to put information into their own words to avoid plagiarism.
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these</p>	<ul style="list-style-type: none"> • Students need knowledge of plagiarism, and how to avoid it during school work. • Students need knowledge of how to research information in a text. • Students should understand what type of information in a text is important, and what information is not needed in order to convey a message to your audience.

¹ 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>students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	
<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>	

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>	<ul style="list-style-type: none"> • We will discuss what our objectives are for this activity. • We will go over my favorite animal, and I will show the class how I expect their slide to look at the end.
<p>Instruction 20-30 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</p>	<ul style="list-style-type: none"> • Students will be given an animal worksheet, along with the website they are allowed to use in to find their information on their animals. • They will use the picture taken on the field trip, along with the information found on the website to create their specific slide.

<p>academic learning and their personal/cultural 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 15 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</p>	<ul style="list-style-type: none"> • Students will create their slides, with the aid of myself, for the book.

<p>the intended learning objectives?</p>	
<p>Closure 15 Minutes</p> <p>How will you end the lesson?</p>	<ul style="list-style-type: none"> Each student will be given the opportunity to discuss their favorite animal aloud with the class, and tell the facts that they found for their animal.
<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</p>	<p>Most work for this activity will be done individually. We will practice our social skills, and speaking skills when we discuss our animals aloud at the end of the activity.</p>

<p>when forming groups?</p>	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students have a hard time picking the information from the text that is important to the audience.</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>Teacher:</p> <ul style="list-style-type: none"> • Computer • Slide show • Worksheet for students • Smart board <p>Student:</p> <ul style="list-style-type: none"> • School assigned computer • Access to slideshow • Access to approved website • Pencil • Worksheet

Academic Language Demand(s):

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?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
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?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
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?	

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 be 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>	

What research/ theory supports these changes?	
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Resources:

[Ebook](#)