

Name MADI GOINS

## Lesson Plan Template

Lesson Segment Focus HABITAT

Lesson 1 of 1

Course & topic addressed ANIMALS AND THEIR HABITATS

Date 10/15/19 Grade KINDERGARTEN

### Student Outcomes

Specific learning objectives for this lesson.	STUDENTS WILL LEARN TO IDENTIFY ANIMALS AND WHAT KIND OF HABITAT THEY LIVE IN.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	WE HAVE LEARNED OF THE DIFFERENT HABITATS OF THE WORLD.
Knowledge of students background (personal, cultural, or community assets)	BASIC KNOWLEDGE OF ANIMALS

### 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.	<b>K-LS1-1 USE OBSERVATION TO DESCRIBE PATTERN OF WHAT PLANTS AND ANIMALS NEED TO SURVIVE.</b>
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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?	<b>HABITAT, DESERT, OCEAN , RAINFOREST, ARTIC</b>
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## Materials

Materials needed by teacher for this lesson.	SMART BOARDS
Materials needed by students for this lesson.	IPADS I MUSIC

## 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.
10	<b>Introduction:</b>	START OUT BY ASKING WHAT A HABITAT IS? THEN HAVE THE STUDENTS NAME DIFFERENT ANIMALS. I WILL WRITE THE NAMES ON THE BOARD. AFTER SEVERAL NAMES, I WILL ASK THE STUDENTS WHERE THESE ANIMALS LIVE.
25	<b>Instruction:</b>	I WILL HAVE ALL OF THE STUDENTS WATCH A VIDEO ON I MOVIE ON THEIR IPADS. THIS VIDEO EXPLAINS DIFFERENT HABITATS ARE LIKE AND WHAT ANIMALS LIVE WHERE. AFTER THE VIDEO, HAVE THE STUDENTS TO DO THE SAME ACTIVITY AT THE BEGINNING AGAIN. SEE IF THE STUDENTS UNDERSTAND THE LESSON NOW.
5	<b>Closure:</b>	DO A WORK SHEET THAT MATCHES THE ANIMALS TO THE RIGHT HABITAT.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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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/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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