

## Lesson Plan

### Learning Segment Focus: Nature Scavenger Hunt Lesson 3 of 8

Course & topic addressed: Science and Language Arts Date Grade: 2nd

#### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will learn about nature which can correlate with science objectives. They will have to read a question and find the answer. This will verify comprehension and problem solving.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	At this stage of 3 <sup>rd</sup> grade students need to compile all the steps they have been progressing through from year to year. We have just finished learning about different phases of some of natures life cycles and this lesson will give them some fun and provoke thought of what they have already learned.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The scavenger hunt encourages skills of communication and collaboration. This lesson should invoke motivation to complete the task in a timely manner while working diligently with others.

#### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>RI.2.4-they will be determining the meaning of phrases when reading and answering scavenger hunt questions.</b> <b>Writing assignment helps to contribute to 3<sup>rd</sup> grade standard of writing main point, body, and conclusion.</b> <b>2<sup>nd</sup> grade science standard includes covering the eco-system, which is being covered by basing the scavenger hunt on nature.</b>
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#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Scavenger Hunt</b> <b>QR Scan</b> <b>Animals that have been discussed prior</b> <b>Nature</b>
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#### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	Students will be using visuals, technology, prior learning, and critical thinking. Part of the assignment will be social skills and also pulling vocabulary and syntax by writing on their experiences during the activity. Students will put their reading skills to work when finding and answering scavenger hunt clues.
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#### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	List of the scavenger hunt items. Scavenger hunt questions to post outside QR Codes to answer the questions and lead student to the next location
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Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Thinking Cap QR Code App
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**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)
	<b><u>Introduction:</u></b>	It is a beautiful day and I want to take you all outside for a nature scavenger hunt. We have been learning a lot about nature and the life cycle and it is time to put it to use. Bring your QR scanner and follow me.
	<b><u>Instruction:</u></b>	We head outside to the playground. I number off students 1, 2, 3.... I would like to make groups of 3 and depending on the amount in my class I will have this calculated ahead of time. All the one's form a group and so on. I tell the students all over the playground questions have been placed. Possible answers accompany each answer choice with a QR code, which answered correctly will send you to your new location. Incorrect answers will send you back. The first team to finish with all answers correctly wins a special prize. Once the game is over we head back inside, each student has to mention something they learned from today.
	<b><u>Closure:</u></b>	Put your QR codes away and with time permitting, write a paragraph, 3 to 5 sentences on what they enjoyed about today's activity.

**Accommodations/Modifications**

How might I <b>modify</b> 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 will ensure a student needing remediation is buddy up for the day with a gifted and talented student. This is a good lesson for ESL. They will experience working together and how others are processing information.
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### Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>The lesson itself is enhancing. Competition causes students to become more engaged. This lesson is a hands-on approach to learning. Technology of the QR codes is being added to the activity. Scaffolding is occurring since it is building upon what the students have learned previously.</b></p>
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### Assessments: Formative and/or Summative

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p>X <b>Formative</b> / Summative</p>	<p>Observing the lesson and student interaction</p>
	<p>Formative /X <b>Summative</b></p>	<p>An end of chapter test will include aspects from the lesson</p>
	<p>X <b>Formative</b> / Summative</p>	<p>Students will turn in their written paragraph regarding the lesson.</p>

### Research/Theory

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>Gardner: Students are using many aspects of multiple intelligences, such as, visual, logical, and linguistic</p>
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### Lesson Reflection/Evaluation

<p>What went <b>well</b>? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;  
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