

Lesson Plan Template

Lesson Segment Focus: Food chain Lesson: 1 of: 2

Course & topic addressed: Science (food chain) Date: August 23rd, 2019 Grade: First

Student Outcomes

Specific learning objectives for this lesson.	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Explain what a food chain is • Differentiate a food chain from a food web • Discuss key factors, processes, and components involved in a food chain • Identify trophic levels of a food chain
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know the difference of living and non-living things. They will also know why we need food to survive. Students will know different ecosystems.
Knowledge of students background (personal, cultural, or community assets)	

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.	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> • Food chain: refers to the sequence of events in an ecosystem, where one organism eats another and then is eaten by another organism
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	<ul style="list-style-type: none"> • Food web: shows all the different relationships or possible energy transfers between a selected group of species • Primary producer: are organisms that acquire their energy from sunlight and materials from nonliving sources • Primary consumer: an organism that ONLY eats producers; herbivores • Secondary consumer: They are organisms that feed on primary consumers for nutrients and energy; carnivores or omnivores • Photosynthesis: is the process in which green plants use sunlight to make their own food • Trophic levels: refers to a level or a position in a food chain or ecological pyramid. It is occupied by a group of organisms that have a similar feeding mode
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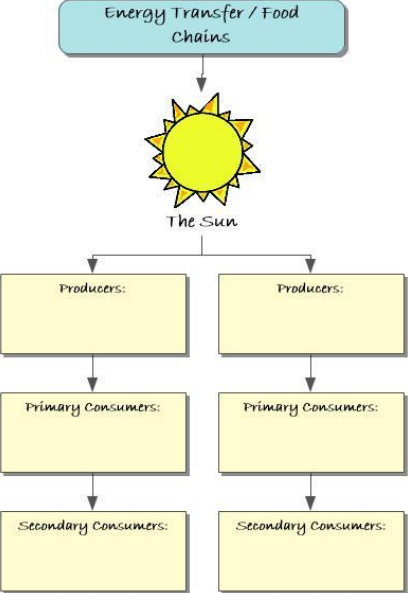
Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> ○ White board/smart board ○ Projector ○ blank document ○ Video: Crash Course kids food chains ○ Game: Food Chain Game
Materials needed by students for this lesson.	<ul style="list-style-type: none"> ○ Blank inspiration document

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.
15 minutes	<p><u>Introduction:</u></p> <p>Questions about previous knowledge</p> <p>Video</p>	<p>First I will ask students general knowledge questions: What is the difference between living and nonliving things? What things are needed to survive? What are some different ecosystems?</p> <p>Then I will introduce the vocabulary that will go along with the lesson.</p>

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.
		Next I will show a video that talks about food chains in depth.
20 minutes	<p>Instruction:</p> <p>General instruction</p> <p>Inspiration</p>	<p>Point out that the arrows indicate the direction of the flow of energy. In the above example, the energy that is accumulated in the grass is utilized by grasshoppers. Energy from the grasshoppers goes to the mice, and so on. Look at inspiration document.</p> <div data-bbox="892 381 1522 803" data-label="Diagram"> <pre> graph TD Sun[The Sun] --> Grass[Producers: GRASS] Sun --> Leaves[Producers: LEAVES] Grass --> Grasshopper[Primary Consumers: GRASSHOPPER] Leaves --> Caterpillar[Primary Consumers: CATERPILLAR] Grasshopper --> Owl[Secondary Consumers: OWL] Caterpillar --> Ladybird[Ladybird Beetle] </pre> </div> <p>To student handout</p> <p>Ask the students why each level on the energy pyramid is smaller than the one preceding it. They may explain that it is because there are fewer of each organism as you move up the energy pyramid. Ask for reasons why this might be.</p> <p>Have each group choose an environment and have each group devise a viable food chain for their environment. When completed, have each member of each group use the blank inspiration worksheet to fill in their food chain with the correct labels.</p>

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.
		 <pre> graph TD Title[Energy Transfer / Food Chains] --> Sun[The Sun] Sun --> P1[Producers:] Sun --> P2[Producers:] P1 --> PC1[Primary Consumers:] P2 --> PC2[Primary Consumers:] PC1 --> SC1[Secondary Consumers:] PC2 --> SC2[Secondary Consumers:] </pre>
	Closure:	Food webs can be very useful scientific tools to describe where a living thing gets its food/energy from. Students will be able to describe the vocabulary words by the end of this lesson and also able to create and label their own food chain.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>If students are having trouble paying attention, have the student sit closer to the board or closer to the teacher. If students are having trouble seeing the inspiration template on the board have handouts for each student in larger print.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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>