

Name Sydney McClung

Lesson Plan Template

Lesson Segment Focus Ecosystems and Habitats Lesson
1 of 6

Course & topic addressed Ecosystems and habitats and the animals that live in them
Date 9/6/19 Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will obtain knowledge about various ecosystems and habitats and the animals that live there through research and the creation of a model.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously learned that different areas of the world have different climates and that different animals live in each of these places.
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.	3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.
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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?	I will use vocabulary that students have previously mastered in order to break down new vocabulary and help to ensure that the students understand what is expected of them.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	environment, ecosystem, habitat
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Materials

Materials needed by teacher for this lesson.	diagram, links to web pages
Materials needed by students for this lesson.	pencil, paper, materials to make model

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Part of Lesson Time	Instructional Strategies & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	To begin the lesson I will ask students if they know what an ecosystem or a habitat is. After students have answered I will provide the definition and then we will begin to discuss the differences between some of the various ecosystems.
	<u>Instruction:</u>	Students will then be asked to visit the web pages that are provided in the diagram and choose the one that they are most interested in. After they have chosen a habitat they will be instructed to gather information about this ecosystem and create a 3D model of the habitat that they have chosen which includes at least one animal found in this area.
	<u>Closure:</u>	Once models have been completed after a number of days, they will present their models and tell the class about the habitat that they have chosen and the animals that live there.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Remediation: Students can tell about the ecosystem that they have chosen and write down facts about it instead of making a model. LEP/ESL : students can present some facts that they have learned orally instead of writing down facts or work with a partner to complete the project.</p>

Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>Through oral instruction, the reading that will be done on the various web pages, and the creation of the model, each learning style is addressed.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<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

<p>Identify theories or research that supports the approach you used.</p>	
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data 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=clink&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>

