

Name: Tyler White

Lesson Plan Template

Lesson Segment Focus: Learning About Animals and Their Habitats

Lesson 1 of 1

Course & topic addressed: Animals and Their Habitats

Date: 4.14.19 Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to discuss and identify animals and the habitats they belong to.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	
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 observation to describe patterns of what plants and animals need to survive.
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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?	Habitat
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Materials

Materials needed by teacher for this lesson.	Access to technology to show iMovie
Materials needed by students for this lesson.	

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.
8 mins	<u>Introduction:</u>	<p>This lesson will begin by introducing the topic to students by showing the animals and their habitats iMovie.</p> <p>This movie will serve as an introduction to the topic. It will allow the teacher to assess how much knowledge the students already know.</p> <p>After the movie is played, the teacher will ask a series of questions to determine what the students know. Questions like:</p> <p>What type of animals live in the rain forest? Etc.</p> <p>The teacher will ask “what are some other animals that weren’t in the video that you think belong to the ocean habitat? Etc.</p> <p>I will read the book “listen to our world” to reinforce the knowledge they just learned from the video.</p>
	<u>Instruction:</u>	<p>We will break each habitat down and discuss characterizes of each and what and why the animals belong to that specific habitat.</p> <p>We will then gather as a class and compare two habitats</p> <p>We will compare two different animals that belong to two different habitats, this exercise will assess their knowledge of the video.</p> <p>This will be done on a large anchor chart and will be posted around the room as a reference.</p> <p>Students will be broken into groups and will construct a graphic organizer of animals and their habitats. The teacher will do one to show an example, then students will be working together to complete the rest of the worksheet. The graphic organizer will serve as a resource were students can refer back to when doing further assignments on this topic.</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.
	Closure:	As a closure and assessment, I will ask the students to draw me a picture that answer “if they were a animal, which would it be, and what habitat would you belong to.”

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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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>