Lesson Plan Model[1]

Lesson Title/#: Animals and their Ecosystems

Grade Level: Kindergarten

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	The central focus for the content in the learning segment is to teach the students the relationships between the various ecosystems and the plants and animals that inhabit them.
Content Standard What standard(s) are most relevant to the learning goals?	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson?	The learning goals of this lesson is to identify which plants and animals inhabit each of the varying environments.
Concepts and reasoning/problem solving/thinking/strategies[2] What are the specific learning goal(s) for students in this lesson?	The students will use critical thinking to determine which plant or animal belongs to each environment.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary to support the learning of the skills and concepts for this lesson?	The students should have a basic knowledge of what certain plants and animal belong to which environment. (i.e. The cactus plant belongs in the desert and the polar bear belongs in the tundra.) The students are not required to know everything about the plants and animals and their environments. This lesson is purposed with the task to teach them the differences and the relationships between each ecosystem.

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[1] *The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts*

[2] *The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.*

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Instructional Strategies and Learning Tasks
Description of what the teacher (you) will be doing and/or what the students will be doing.

Launch _____5___ Minutes How will you start the lesson to engage and motivate students in learning?	I will engage the students in starting the lesson by having pictures of certain plants and animals on the board. I will then proceed to ask them what each picture is and then ask if they know where each one lives.
Instruction _____20____ Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior academic learning and their	As a class we will complete the KWL chart and go in depth on what animals live in each ecosystem. Making multiple inspiration documents. Using the student's prior knowledge of the ecosystems and their inhabitants, we will continue to build on those concepts by completing the KWL chart so that they will have a better understanding of the ecosystems around them.

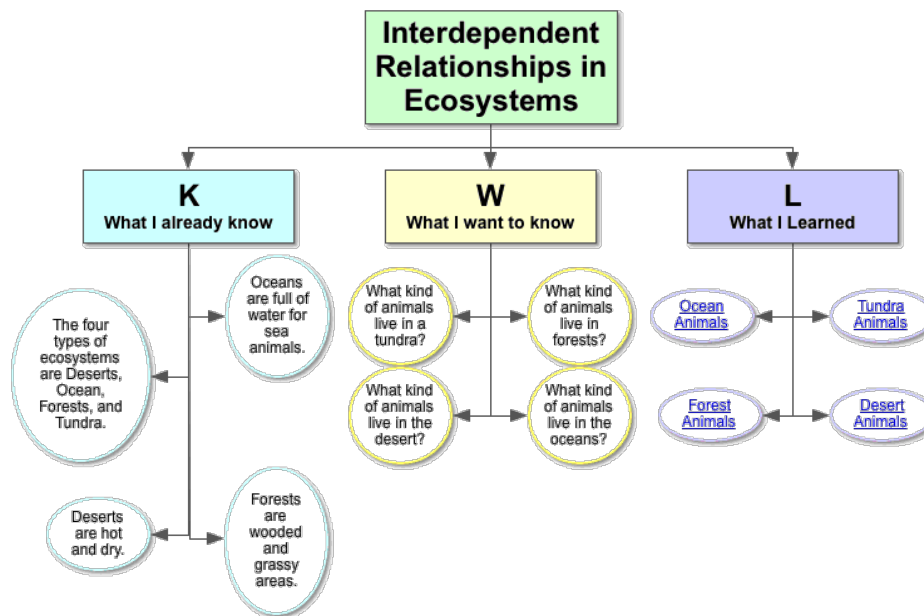|	
personal/cultural and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	I will start by asking the class as a whole to tell me what they know about each ecosystem. What kind of animals and plants live there, as well as the climate of that ecosystem. I will ask certain students what animal belongs to which ecosystem so that I have a better understanding of their knowledge prior to the lesson. The students will fill out their own KWL charts so that they might be able to better understand the lesson. I will walk around the room as they fill out the Know part of the chart as well as ask questions throughout the lesson.
Structured Practice and Application ____20____ Minutes	I will provide them with an opportunity to create their own KWL chart as well as answer questions so that they may have a better understanding of the lesson. The students will answer questions about which plant and animal belongs to which ecosystem so that I may have a better understanding of where their knowledge lies.

How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives?	I will examine the KWL charts so that I have a better understanding of what they learned.
Closure _____5___ Minutes How will you end the lesson?	I will end the lesson by asking the students which plant or animal belongs where. I will also ask if there are any questions pertaining to the lesson.
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:

Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	I will already have the desks in groups before the lesson so that the students can work together. I will provide worksheets with various pictures of plants, animals, and environments so that they may try to match them to one another as a group.
What Ifs What might not go as planned and how can you be ready to make adjustment?	The students may not know how to fill out a KWL chart or may not be as attentive during the lesson. I will go over how to use the KWL chart and as an incentive, give them a reward for behaving and being attentive.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for **this lesson?**	Worksheets, KWL charts, pencils, reward, power point presentation Pencils, worksheets, KWL charts, and willingness to learn

What materials do the students need for **this lesson?**	

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning

			objectives and central focus) does the assessment provide?

Analyzing Teaching
To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your **instruction**?	*Whole class*: *Groups of students*: *Individual students*:
Justification	

Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.