

Lesson Plan Template

	The students are expected to raise their hand when they want give input such as a question, comment, or concern.
Minutes	Procedures
45	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Choose and print animal pictures. • Create and print worksheets.
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>“Students, as you can see there are pictures of animals in each corner of the room. You can have 30 seconds to think about which corner of the room you want to go to and then you will walk quietly and respectfully to that corner of the room.”</p> <p>*Wait 30 seconds*</p> <p>“Once you get to the corner you and your classmates will discuss which habitat your animal belongs to.”</p> <p>*Students walk to the corners*</p> <p>*Students discuss amongst each other to find the correct environment as well as aspects of the environments that help these animals thrive*</p> <p>*I walk around the room ensuring each student/group is on task and answer any questions if needed*</p> <p>“Once you are finished with your discussion you may sit quietly and wait for all groups to finish up.”</p> <p>“Okay the group that went to the corner with the gorilla, what did you choose as the best environment for this animal to live in?”</p> <p>“We chose the jungle.”</p> <p>“Very good, and what about the corner with the toucan, what did you find?”</p> <p>“We also chose the Jungle Miss Richter.”</p> <p>“Great job, group with the tiger?”</p> <p>“Same thing, we also chose the jungle.”</p> <p>“Lastly, how about the tree frog?”</p> <p>“We also decided the best place for this animal was the jungle.”</p> <p>“Very good class, you may go sit back at your seats.”</p>
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>“You guys did a very nice job; now that we know all these animals live in the jungle, we are going to discuss why these animals live in the jungle and how the jungle provides for them.”</p> <p>“As I pass out this sheet start thinking about what these animals need to survive. Once you decide what these animals need you will realize that the jungle gives all of this to them and that is why they thrive in this habitat and do not live in another.”</p> <p>“So, who can tell me some needs of these animals?”</p> <p>*Write answers on the board*</p> <p>“Miss Richter these animals need food.”</p> <p>“They need shelter and protection.”</p> <p>“The animals need water.”</p> <p>“Awesome, can anyone think of anything else.”</p> <p>“The animals need enough of their species so they can reproduce.”</p> <p>“They need enough land to live on.”</p> <p>“Perfect, so let’s transfer this to your sheets. What habitat are we talking about?”</p> <p>“Jungle.”</p> <p>“Write that in the top box.”</p> <p>“Now I want you to write down all the things I wrote on the board on the blanks, so you have it too?”</p> <p>“Okay”</p> <p>“Are there any questions?”</p> <p>“How do we feel about this thumbs up for good, or thumbs down for not so good.”</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p>

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5	<p>“Now that you know what the animals need in order to survive in the jungle, I want you to start brainstorming what you would need to survive in the jungle. Think about everything tools, clothing, food, shelter, protection, etc.”</p> <p>“What are the top five items you would bring with you to camp in the jungle?”</p> <p>“Make a list of the items and we will determine the best five things to bring that you can come up with. You can write it on the back of the sheet we just filled out.”</p> <p>*Give them three minutes to think and determine what items*</p> <p>*Have the students write answers on the board*</p> <p>*Star the best choices as a class*</p>	
1	<p>Review (wrap up and transition to next activity):</p> <p>“Now you guys will all be able to survive in the jungle, and we can use the knowledge we learned today and transfer it to future habitats we learn about.”</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Thumbs up or thumbs down.</p> <p>Consideration for Back-up Plan:</p> <p>Clear up their confusion by either elaborating deeper or giving more examples.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Exit Slip: Name another animal that lives in the jungle.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Matching of animals to their specific environments.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>My science lesson is the lesson that was observed by Mr. Currie. The topic I focused on was habitats, so I first engaged my students by having four pictures of animals in the corners of the room. I had them pick an animal to go to to discuss the habitat that animal lives in as well as their needs and how this habitat provides for them. After this we came together as a class to discuss the needs together; finally, the students had to decide what they would bring with them in order to survive in the habitat.</p> <p>The lesson went very well, the students were highly engaged and participated fully. A couple things I suggested for myself was to not get so caught up in how I wanted them to answer as well as not spoon feeding as much in getting them to answer how I want. A couple things Mr. Currie suggested was that I make sure to hit all groups while they are discussing as wells as relate it back to their lives more, not just the survival part but bring in how it may compare to North Dakota, what that would look like.</p>		

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