

Lesson Plan Template

Grade: 7th		Subject: Life Science	
Materials:		Technology Needed:	
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) 	
Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling		<ul style="list-style-type: none"> 🍏 Hands-on 🍏 Technology integration 🍏 Imitation/Repeat/Mimic 	
Standard(s) 7.SC. 5 Natural Selection and adaptations		Differentiation Below Proficiency: Extra time to work on the graph and collaborate with classmates for help Above Proficiency: They can work ahead on the questions and there is a study guide for them to work on if they get everything else done Approaching/Emerging Proficiency: They have a graph to work on and some questions to complete by the end of the class period Modalities/Learning Preferences: visual, auditory	
Objective(s) The students can describe the process of natural selection The students can identify and describe various adaptations The students can explain how species and organisms change over time			
Bloom's Taxonomy Cognitive Level			
Classroom Management- (grouping(s), movement/transitions, etc.) Group students in lab pairs to do plant dissection		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be using their Ipads for the data collection and analysis only	
Minutes	Procedures		
	Set-up/Prep: Have bird beak analysis sheet ready		
8	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have the students think about their lab from yesterday and then relate the topic of natural selection and the bird beaks to the fishing. • Discuss why organisms have variety and how some animals can only live in certain areas of the world • Mention how the competition they felt in the lab is similar to how animals compete for resources 		
25	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Do the bird beak lab analysis – show the students how to graph at least on of the lines, and then they can work in their pods (or individually not sure yet) to complete the rest of the data. Then we will go over the analysis questions together • Once we have gone over the bird beak analysis and questions, I will go over the last page of the worksheet for some of the classes since I did not get to it on Monday like I had planned 		
5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Allow the students to spend some time researching and exploring pictures and facts about the Galapagos Islands • Talk a little about the Islands and what we will see in the video tomorrow in class 		
5-10	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • Allow the students to have some work time on their chapter 6 study guides 		

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Walk around and listen to student discussions</p> <p>Consideration for Back-up Plan:</p> <p>N/A</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.: N/A</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>After doing these activities felt like all of the classes did very well on the graph portion of the class. The pace of the example went well too. After a few different classes I noticed there were a few things to consider and I did apply them to the later classes. This included:</p> <ul style="list-style-type: none">• Giving some more time for students to complete the graph• Allowing for some peer-collaboration in order to allow students to help me teach the students who need more help• Each class took a different amount of time, so it is always good to have extra activities for the students to do or work on <p>This one of the more successful lesson, and I will definitely make some adjustments in the future if I use this lesson in my own classroom.</p>	