CMS Lesson Plan

Teacher: Hammonds, Jefferson, & Davenport Lesson Date: Week of September 14, 2015

Subject: Life Science

|  |  |
| --- | --- |
| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **S7L4: Students will examine the dependence of organisms on one another and their environments.**  c. Recognize that changes in environmental conditions can affect the survival of both individuals and entire species.  e. Describe the characteristics of Earth’s major terrestrial biomes (i.e. tropical rain forest, savannah, temperate, desert, taiga, tundra, and mountain) and aquatic communities (i.e. freshwater, estuaries, and marine). | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.*  **Monday**  **Tuesday/Wednesday**  **Thursday/Friday** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will be able to:   * Describe the characteristics of earth major terrestrial biomes. * Recognize human impacts on biomes. | |

|  |  |  |
| --- | --- | --- |
| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  | Monday | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  **Quick Write: Which biome do you think would be the most difficult for you to live in, and why? What adaptations would you have to make to survive in that biome?** |  |
| 15  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **Biome Sorting Cards: Students will sort the characteristics of the different biomes and match them with the appropriate biome.** |  |
| 25 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  **Which Biome Am I?: Classroom will be sectioned into different biomes. The teacher will read a characteristic of a biome. Students must go and stand in the area that is designated for that specific biome. Students will then verbally explain why they went to the specific biome.** |  |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)* |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Which Biome Am I?: Classroom will be sectioned into different biomes. The teacher will read a characteristic of a biome. Students must go and stand in the area that is designated for that specific biome. (This is a formative assessment, used to evaluate students understanding of the various characteristics of biomes.)** |  |
| 10  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **DLIQ** |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

|  |  |  |
| --- | --- | --- |
| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  | Tuesday/Wednesday | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  **Quick Write: Which biome would you most like to spend a vacation, and why?** |  |
| 10  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **The Wild Classroom: Utilizing the wild classroom website, students will watch a video on Tropical Savanna biomes.**  [**http://www.thewildclassroom.com/biomes/tropicalsavanna.html**](http://www.thewildclassroom.com/biomes/tropicalsavanna.html) |  |
| 10 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  **The teacher will model how to create and design a biome t-shirt, incorporating the characteristics of biomes into the t-shirt.** |  |
| 40  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  **Students will begin designing a biome t-shirt, incorporating the characteristics of biomes into their t-shirt. Students will discuss their research of biome characteristics of their selected biome.** |  |
| 10min | **Independent Practice**: *(individual practice, discussion, writing process.)*  **Students will complete a peer evaluations sheet on students understanding and application biome characteristics and provide a one paragraph feedback summary of their biome t-shirt.** |  |
| 5  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Students will provide written knowledge of how humans impact their selected biome.** |  |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **DLIQ** |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

|  |  |  |
| --- | --- | --- |
| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  | Thursday/Friday | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  **Do Now: Which biome do you think has the most interesting plants and animals, and why?** |  |
| 10  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **The Wild Classroom: Utilizing the wild classroom website, students will watch a video on Coastal biomes.**  [**http://www.thewildclassroom.com/biomes/coastal.html**](http://www.thewildclassroom.com/biomes/coastal.html) |  |
| 10min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  **The teacher will introduce the biome-in-a-box project and allow students view examples of biome in a box projects.** |  |
| 40 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  **Choice Board: Students will select three activities for the biome choice board that will be incorporated into their biome t-shirt.** |  |
| 10  min | **Independent Practice**: *(individual practice, discussion, writing process.)*  **Students will write an ad to entice tourist to visit their biome.** |  |
| 5  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **White Board: The teacher will read a statement about a specific biome and students will write which biome the teacher is referring to.** |  |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **DLIQ** |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

|  |  |
| --- | --- |
| **Structure** | **Instructional Strategies** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |