Teacher: Hammonds, Jefferson, and Davenport Lesson Date: August 31,2015

Subject: 7th Grade Life Science

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| **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.**   1. Demonstrate in a food web that matter is transferred from one organism to another and can be recycled between organisms and their environment. 2. Explain in a food web that sunlight is the source of energy and that this energy moves from organism to organism. | *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.*  **This lesson plan will be utilized for Monday, Block A, and Block B.** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*   * **Students will know that matter is transferred from one organism to another in a food web.** * **Students will know that matter can be recycled between organisms and their environment in a food web.** * **Students will know that sunlight is the source of energy in the food web.** * **Students will know that energy from sunlight moves from organism to organism in a food web.** | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE**  **Monday** | **FORMATIVE ASSESSMENT** |
|  |  | 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?)*   * **Demonstrate the knowledge of Energy Pyramid:** teachers.greenville.k12.sc.us/.../Food Chains Reading |  |
| 20  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?)*   * **Prior Knowledge skills in food web and the students will utilize that knowledge to create an energy pyramid.** |  |
| 40 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*   * **Cornell Notes on Energy Pyramid and along with individual student assignment** |  |
| 10  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 discuss and share their experience from the “Weaving the Web” activity.** |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)* |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)* |  |
| 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?)* |  |

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

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| **TIME** | **INSTRUCTIONAL SEQUENCE**  **Tuesday & Wednesday** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  *Vocabulary assessment/ matching gamesTIP* |  |
| 20  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?)*   * **Create a human energy pyramid** |  |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.* |  |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| 55  min | **Independent Practice**: *(individual practice, discussion, writing process.)*   * Carousel Activity: Students will move through stations working in cooperate groups to answer questions on their knowledge of food web/energy pyramid |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)* |  |
| 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?)* |  |

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

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| **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?)*   * *Review for assessment* |  |
| 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?)* |  |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* |  |
| 50  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)   * **4.5 Assessment** |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)* |  |
| 20 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  *Students will create their own food web with their group.* |  |
| 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?)* |  |

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