CMS Lesson Plan

Teacher: Hammonds, Jefferson, and Davenport

September 8, 2015 Lesson Date:

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.**  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.*  **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 be able to investigate the relationships among organisms, populations, communities, ecosystems, and biomes.** * **Students will be able to relate environmental conditions to successional changes in the ecosystems.** | |

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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?)*   * **HOLIDAY** |  |
| 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?)* |  |
| 40 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* |  |
| 10  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?)* |  |
| 10 min | **Closing Ativities/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*  **Ecosystem four corners** |  |
| 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?)*  **Anticipation guide** |  |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.*   * <http://www.kidsknowit.com/interactive-educational-movies/free-online-movies.php?movie=Biomes> * <http://science.howstuffworks.com/life/biomes-videos-playlist.htm> * Guided note questions of the different biomes * [**https://www.youtube.com/watch?v=hIy0ZlyPPDg**](https://www.youtube.com/watch?v=hIy0ZlyPPDg) |  |
| 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.)*   * CORNELL/GUIDED NOTES ON BIOMES * USING STUDENT TECHNOLGY STUDENTS WIL RESEARCH DIFFERENT ASPECTS OF DIFFERENT BIOMES. |  |
| 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?)*  *FOUR CORNERS USING TYPES OF PLANTS/ANIMAL. WHERE DO YOU BELONG?* |  |
| 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)   * **BIOMES STATION: STUDENTS WILL EXPLORE VARIOUS ORGANISM FOUND IN EACH BIOME** |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)* |  |
| 20 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  *ARTWORK DESCRIBING CHARACTERISTICS OF THEIR BIOME* |  |
| 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:** |