




# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 2nd</b>	<b>Subject: Science (Phenomena habitat)</b>				
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Pictures – habitats</li> <li>- Diorama papers plates ready</li> <li>- Markers, crayons, colored pencils</li> <li>- Printed animals</li> <li>- Tape</li> </ul>	<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>- None</li> </ul>				
<b>Instructional Strategies:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input checked="" type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input checked="" type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling                 </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity  <input checked="" type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input checked="" type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<b>Standard</b> 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.	<b>Universal Design for Learning</b> <p><b>Below Proficiency:</b> The student will find it difficult to discuss and produce animals in their natural habitats. Assist the student by providing more examples and details about animals in their habitats. Continue to help them through the lesson.</p> <p><b>Above Proficiency:</b> The student finds it easy to discuss and produce animals in their natural habitats. Provide some plant observations and have them compare the different habitats for them.</p> <p><b>Approaching/Emerging Proficiency:</b> The students will be able to discuss and produce animals in different habitats by creating their dioramas.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• Visual: Phenomena picture of habitat</li> <li>• Auditory: Teacher and peer discussions</li> <li>• Kinesthetic: Diorama</li> <li>• Tactile: Diorama</li> </ul>				
<b>Objective</b> By the end of the lesson students will discuss and produce animals in different habitats by creating dioramas.	(This cell is merged with the previous one for content alignment)				
<b>Bloom’s Taxonomy Cognitive Level: Synthesis, Comprehension</b>	(This cell is merged with the previous one for content alignment)				
<b>Classroom Management- (grouping(s), movement/transitions, etc.) Depends on Teacher?</b> <ul style="list-style-type: none"> <li>- Pulling sticks to pair students</li> <li>- 1,2,3 eyes on me</li> </ul>	<b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Be ready to learn</li> <li>- Follow directions</li> <li>- Hands, feet, objects to self</li> <li>- Clean and organized</li> <li>- Stay on task</li> </ul>				
<b>Minutes</b>	<b>Procedures</b>				
(This cell is merged with the previous one for content alignment)	<b>Set-up/Prep before lesson:</b> <ul style="list-style-type: none"> <li>- Pictures – habitats</li> <li>- Diorama papers plates ready</li> <li>- Markers, crayons, colored pencils</li> <li>- Printed animals</li> </ul>				

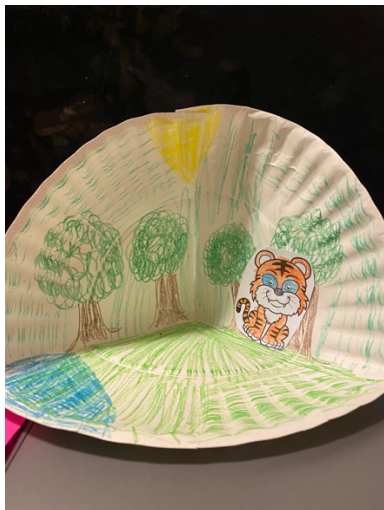
	<ul style="list-style-type: none"> <li>- Tape</li> </ul>
<p>10</p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Have students meet on the carpet criss cross applesauce. Students today we are going to learn a little more about animals and their habitats. Does anyone know what a habitat is?</li> </ul> <p><b>A habitat is a place where plants and animals live.</b></p> <ul style="list-style-type: none"> <li>- I am going to show you a picture of a habitat while looking at this picture I want you all to think with your brains about what you are noticing and wondering. Make sure you hold your thoughts until I say turn to a partner and talk about</li> </ul>  <p>your notices and wonders. Okay?</p> <ul style="list-style-type: none"> <li>- Choose partners for them by pulling sticks.</li> <li>- Write wonder and notice on the board.</li> <li>- Show photo of the habitat to students.             <ul style="list-style-type: none"> <li>o Okay students I now want you all to turn and talk to your partner about what you are wondering and noticing in this photo.                     <ul style="list-style-type: none"> <li>▪ Allow time for students to talk about what they are wondering and noticing</li> </ul> </li> <li>o Call students back 1,2,3 eyes on me</li> <li>o What were some of our wonders?                     <ul style="list-style-type: none"> <li>▪ Write them on the board.</li> </ul> </li> <li>o What were some of our notices?                     <ul style="list-style-type: none"> <li>▪ Write them on the board.</li> </ul> </li> </ul> </li> <li>- Students we are now going to work together and become investigators to decide if the animals I have live in this habitat here or one of the other habitat pictures I am going to display.</li> </ul>
<p>8</p>	<p><b>Explain: (teacher-led)</b>          Have pictures up on the board so they can see it. Students we are going to investigate these habitats and decide which animal lives in each of these habitats.</p>   <ul style="list-style-type: none"> <li>- Learners I am going to show you an animal and ask you where you think that animal’s habitat is. As investigators we cannot blurt out our answers so, you must raise your hand when you know which habitat that animal lives in. I will choose one of you to come up and put the animal on the habitat it belongs to. Then you will tell us why you thought that animal is from that habitat.             <ul style="list-style-type: none"> <li>o Okay investigators, using our brains where do you think this penguin’s habitat is?</li> <li>o Where do you think this tiger’s habitat is?</li> <li>o Where do you think this dolphin’s habitat is?</li> <li>o Where do you think this camel’s habitat is?                     <ul style="list-style-type: none"> <li>▪ Student will put animal in the habitat and explain</li> </ul> </li> </ul> </li> <li>- Great job investigators, we are now going to make our own habitats with the animals that we just talked about.</li> </ul>



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**Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)**

- On the carpet there will be diorama paper plate ready, tape, printed animals (possible markers, crayons, colored pencils)
- Who knows what a diorama is?
  - o Allow time for students to answer. A diorama is a scene that captures a moment.
- As investigators we are going to capture a moment of a habitat.
- Ask students to grab their coloring tools (if classroom teacher has them if not provide coloring materials.) and find their seats at their spots.
- Explain to students that the four animals at the carpet, that we talked about, to choose from
  - o Tiger
  - o Dolphin
  - o Penguin
  - o Camel
- You must choose one when I pull your stick to go grab one. You will then grab a paper plate diorama. You are going to create a habitat for the animal using a diorama. You are going to color your paper plate diorama to look like a habitat for the animal that you choose. Show your example of habitats dioramas. It is going to look something like this. Any questions?
- Excuse students to grab their animals and their paper plate dioramas by pulling their sticks.
- Allow time for students to work on their dioramas.
- When students are done tape the diorama together.
- Have students meet back at the carpet with their dioramas.



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**Closure (wrap up and transition to next activity):**

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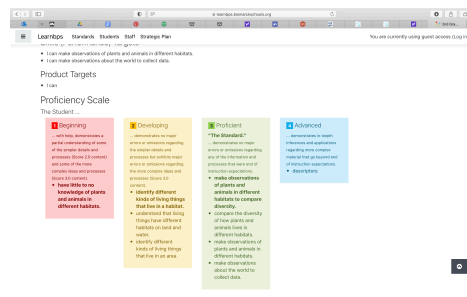
- 1,2,3 eyes on me. Students we are going to do a quick gallery walk of our dioramas we created. I want you to think about how the habitats are different. When I say go you will walk around the room quietly and observe everyone's dioramas. Ready go.
- 1,2,3 eyes on me
- What were some of the things that we noticed that were different of the four habitats?
- Transition to the next activity by telling students to put their dioramas away and sit at their desks.

## Formative Assessment: (linked to objective, during learning)

- Progress monitoring throughout lesson (document of student learning, data collection)
- Putting the pictures of animals on the habitat pictures and explaining why it goes there. The students can put the animal in the correct habitat without help. Students will move on when they understand what animal goes in what habitat. Students will also create a diorama of a tiger, dolphin, penguin, or camel. Students will then do a gallery walk and have a short discussion of what they notice about how the habitats are different.

## Summative Assessment (linked back to standard, END of learning)

- The summative assessment will be end of the week by students' observations of plants and animals to compare the diversity of life in different habitats by writing down three things that all plants and animals need to survive in their wildlife. They must then compare two different habitats and explain one way that they provide differently for the two animals and two plants. I will then grade them off of the proficiency scales.



## Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

- What went well: I really enjoyed making habitat dioramas with the students. I think they really enjoyed it also. It really helped me see if the student fully understood where each of the animals live and what they need to survive. The students were very responsive throughout this lesson.
- What was challenging: I think the most challenging thing in this lesson was making sure that the students understood that they were creating a real habitat for their dioramas. Some students wanted to color their animals' colors that their animal was not that color in real life. When informed that they were supposed to be creating a diorama of the habitat the animal lives in and it should look like it does in real life students started to be more on task with what was asked of them.
- What I would change: Something that I would change in this lesson is I think if I wanted this lesson to be longer, I would allow students to research an animal and find out where they live. Then I would have students create their dioramas of what they found. Another thing that I could change in this lesson is have student write two to three short sentences about their animal in the habitat that they created.
- What the students learned: Students learned about habitats and why animals live in those habitats. They also learned what a diorama is and how to create those. Students learned about the four habitats: desert, polar, forest, and aquatic. Overall, this was by far one of my favorite lessons that I taught this semester. The students were very engaged and understood what I was teaching them.