

Lesson Plan Template

Grade: 7		Subject: Life Science	
Materials:		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) MS-LS1-4 Use evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) students will be able to connect specific animal behaviors to certain animals by the end of the lesson. Students will be able to create and act out animal behaviors for different animals. Students will understand the difference between learned and innate behaviors.			
Bloom's Taxonomy Cognitive Level: evaluate and create		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Classroom Management- (grouping(s), movement/transitions, etc.)			
Minutes	Procedures		
	Set-up/Prep:		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask the students what are some learned animal behaviors they have learned this week? What are some innate behaviors you have learned, or we see in nature?		
40 includes explore activity	Explain: (concepts, procedures, vocabulary, etc.) To start the lesson, I will go over a keynote presentation. This will go over learned vs. innate behaviors, give examples of both that we see in nature and us as humans have. This keynote will have videos to watch and the students will write down what behaviors are observed. There are some discussion questions in the keynote that we will also discuss. Next, we will play charades with animal behaviors. The students will be in groups of 2 and will pick an animal and pick a behavior. I will give them about 2-5 minutes to do some research and figure out how they are going to act it out. Each student will write down their guesses on a sheet of paper along with the correct answer. We will play about 2 rounds, depending on how much they enjoy it and how much time there is. Lastly, I have 3 articles for the students to read and answer 3 questions following the reading. We will only do this activity if time allows.		
15-20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Charades will be interspersed in the explain portion.		
	Review (wrap up and transition to next activity):		
Formative Assessment: (linked to objectives)		Summative Assessment (linked back to objectives)	
		End of lesson:	

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Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

questions, correct identification and justification of behaviors from video

Consideration for Back-up Plan:

If applicable- overall unit, chapter, concept, etc.:

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

I never used the articles because all the classes went up to the bell. I had good voice projection and I was confident in my delivery of the content. The students really enjoyed the videos and were able to make the connections to the behaviors we talked about. Charades also went well; however, I would make sure to fully give instructions about the game before telling them that it is with partners. During one period I said that the game is with partners and that was all the students were worried about. I would maybe join the animal and behavior to make sure they go well together because the student's struggled with being creative in that aspect. Another change I would possibly make is finding shorter videos with more than one behavior in them, but it was hard to find that when I originally was looking.