

## College and Career Readiness Standards Aligned Lesson Plan Template

Subject(s): Science Grade: 5th Date August 12<sup>th</sup> -16<sup>th</sup>

Teacher(s): Shannon Odom School: Moselle Elementary

### Lesson Elements

#### 1. College & Career Readiness Standard(s) Addressed:

**L5.3B Students will demonstrate an understanding of a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web, including producers, primary and secondary consumers, and decomposers.**

**P5.6 Students will demonstrate an understanding of the factors that affect the motion of an object through a study of Newton's Laws of Motion.**

#### 2. I Can Statements:

(What will students know & be able to do as a result of this lesson?)

L5.3B.1 Obtain and evaluate scientific information regarding the characteristics of different ecosystems and the organisms supported by them (e.g., salt and fresh water, deserts, grasslands, forests, rain forests, or polar tundra lands).

L5.3B.3 Design and interpret models of food webs to justify what effects the removal or the addition of a species (i.e., introduced or invasive) would have on a specific population and/or the ecosystem as a whole.

#### 3. Formative Assessment Criteria for Success (NON-GRADED):

(How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)

TTW have students use thumbs up/down

TTW ask my students exit questions

TTW have a prompting tool for students to use when they do not understand the material just taught (smile got it frown need help)

#### 4. Activities/Tasks:

(What learning experiences will student engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

#### Monday 8/12

TTW greet the First Period students and prompt them to begin their morning with (lunch count, restroom)

TTW introduce the students to Lady Bug ( 4 year old Russian **tortoise**, which is also our classroom pet)

TTW have students take turns coming up and looking at the tortoise

TSW write down all the things they observed about the tortoise (The way it looks, feels, smells, and moves)  
TTW Introduce the students to a **box turtle** (which is on loan from a community member)  
TSW write down all the things they observed about the box turtle(The way it looks, feels, smells, and moves)  
TTW Introduce the students to a Striped head **terrapin** (which is also on loan from a community member which will return it to its aquatic habitat after the day) *{the terrapin will be kept in a swimming pool in order to keep him moist}*  
TSW write down all the things they observed about the terrapin (The way it looks, feels, smells, and moves)  
TTW have the students put their data in their science notebooks and continue their lesson 8/17

**ACTIVITY 9:45-10:20**

**EL 10:25-11:15**

Science Reach

TSW research different endangered reptiles

**Tuesday 8/13**

TTW greet the First Period students and prompt them to begin their morning with (lunch count, restroom)  
TTW show the students a short video on the difference between each of these reptiles.  
TTW show the students a power point presentation describing each of the reptiles and their different habitats.  
TTW give the students a packet of questions they must answer (animal adaptations, comparing & contrasting animals, and ecosystems)  
TTW have the students use the computers to research each reptile and their (habitat) ecosystem.  
TSW use the information they gather and observed to design a power point presentation for the class.

**ACTIVITY 9:45-10:20**

**EL 10:25-11:15**

Science Reach

TSW brainstorm a plan to protect the endangered reptile they discovered 8/12

**Wednesday 8/14**

TTW greet the First Period students and prompt them to begin their morning with (lunch count, restroom)  
TSW continue working on their research and power point presentation  
TTW assist any student who may need her help

**ACTIVITY 9:45-10:20**

**EL 10:25-11:15**

Science Reach

TSW write a rough-draft proposing their idea to the governor of the state the reptile is located

**Thursday 8/15**

TTW greet the First Period students and prompt them to begin their morning with (lunch count, restroom)  
TTW have administration come into the class this day to observe the students research  
TSW begin their Power point presentation

**ACTIVITY 9:45-10:20**

**EL 10:25-11:15**

Science Reach

TSW work on the final draft of their proposal

**Friday 8/16**

TTW greet the First Period students and prompt them to begin their morning with (lunch count, restroom)

TSW continue their presentation

ITA TSW take Lady Bug out into the garden to observe her reaction to natural surroundings.

**ACTTIVITY 9:45-10:20**

**EL 10:25-11:15**

Science Reach

TSW complete their proposals to the governor

TTW allow students who have completed their assignment to watch videos about how to preserve ecosystems

**5. Resources/Materials:** (What texts, digital resources, & materials will be used in this lesson?)

STEMscopes Mississippi

TPT

YouTube

National Geographic

**6. Access for All:**

(How will you ensure that all students have access to and are able to engage appropriately in this lesson?

Consider all aspects of student diversity.)

- I will monitor my students closely. If I feel they need teacher intervention I will see that they get what is needed in that area.
- I will pull my struggling students during EL time and support them in the area they are weakest.
- I will give extra tutoring time to any student struggling in an area.

**7. Modifications/Accommodations:**

(What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class? Be as specific as possible.)

- I will place my students with learning disabilities at a table together for closer monitoring.
- I will modify my seating chart to accommodate those students with disabilities.
- I will shorten the test for the students that have a diagnosed learning disability and/or read the test to them.

**8. Summative/Performance Assessment:**

8/15-8/16 PBA power point presentation

**DuFour's Questions that should guide our work:**

1. What do we want our students to learn? I hope my students have a better understanding of how food webs/ chains can be affected by human interaction.
2. How will we know they have learned it? Exit tickets
3. How will we respond when a student experiences difficulty? Re-teach
4. How will we respond when a student already knows it? I will ask them to encourage students that are showing lack of understanding.