Lesson Plan Template
Date: October 1, 2018

Grade: 2	**Subject:** Science
Materials: paper chain, folders, food chain roles, string	**Technology Needed:**
Instructional Strategies: ☒ Direct instruction ☐ Guided practice ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ Technology integration ☐ Other (list) ☐ Peer teaching/collaboration/ cooperative learning ☒ Visuals/Graphic organizers ☐ PBL ☐ Discussion/Debate ☐ Modeling	**Guided Practices and Concrete Application:** ☐ Large group activity ☐ Independent activity ☒ Pairing/collaboration ☒ Simulations/Scenarios ☐ Other (list) ☒ Hands-on ☐ Technology integration ☐ Imitation/Repeat/Mimic Explain:
Standard(s) 2.4.1. Identify how plants and animals are alike and different (e.g., in the way they look, in their behaviors)	**Differentiation** **Below Proficiency:** These students will receive extra time and help from their peers while creating the food chain with their pod members. **Above Proficiency:** These students will be encouraged to help direct the organization of their food chain formation. They may also be challenged to add more than four links in during the summative assessment. **Approaching/Emerging Proficiency:** These students will be able to follow along with the guidance offered by the pod leader as well as offer help to any students struggling in the group.
Objective(s) By the end of the lesson, students will be able to compare and contrast the basic needs that all living things have for survival by creating a food chain. **Bloom's Taxonomy Cognitive Level:** Create	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will remain in their desks during the engagement activity and throughout the explain section. During the explore section, students will be able to get out their desks and move around to form a proper food chain with their pod members.	**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)** While sharing their lists with a table partner, their voices should be at a level 1. When they are collaborating with their pods, they may raise their voices to a level 2.

Minutes	Procedures
1	**Set-up/Prep:** Every pod will have a folder with food chain pictures inside. Each student will be asked to take out a piece of paper and a pencil.
3	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Students will take out a piece of paper and create a list of all the foods they eat. After a minute, they will look at their list, and they will share with a table partner the plant or animal each food on their list came from.
5	**Explain: (concepts, procedures, vocabulary, etc.)** • First, I will connect back to their lists and explain that they eat those foods to survive. "Animals need plants to survive and many plants depend on animals." • Then I will go on to explain humans and other animals depend on plants for **energy.** Students will repeat the word "energy" while I write it on the board, and I will continue with "You need energy to do things and you get that energy from foods you eat." • "But what about plants? Where do they get their energy?" Students will have a chance to think for a few seconds before I ask to see a show of hands if anyone was thinking of the sun. "The sun provides light and heat energy to the Earth. Plants use light from the sun, along with water, nutrients, and air, to make their own food." • Next, I will explain that a smaller animal, like a mouse, eats plants for energy, while a bigger animal, like an owl, will come along and eat that mouse to get his energy. "Starting with the sun, every time I took a step, there was a connection. What was this connection?" Students will have the chance to answer "energy". (If they are stuck, I may point at the written word on the board again.) • Finally, I will hold up a paper chain with 4 links. "Do you see how these links are connected? Each connection is where the energy transfer is happening. So this (holding up the first link) would be the sun...(continue with each link until I reach the owl link)."
10	**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** • Each pod will have a folder placed in the middle with four picture necklaces inside. The students will each draw a necklace out and that is their role for this activity. • Once they have each drawn a role, they will put the necklace on and stand up by their chairs. Each pod will organize themselves in the correct order of the energy transfer in their food chain. They will represent the energy transfer by linking arms.

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	• After properly organizing themselves, the students will tell the "story" of their food chain by each taking a speaking turn to explain their role. (e.g. Student 1: "I am the sun." Student 2: "I am a plant and I get my energy from the sun." and so on) • If time allows, pods will be able to share their food chain "story" with other pods.
3	**Review (wrap up and transition to next activity):** • What is the connection between two links called? (Energy) • Why are plants so important for animals? • Are all food chains the same? What did all of your food chains start with? Did they all end the same?

Formative Assessment: (linked to objectives, during learning) • **Progress monitoring throughout lesson (how can you document your student's learning?)** As groups form their food chains, I will periodically stop by each group to listen to their food chain "story".	**Summative Assessment (linked back to objectives, END of learning)** At the end of the science unit, students will create their own paper link food chain. They must use a minimum of four links, starting with the sun. Each link will have a simple picture with a caption and must be linked to an appropriate transfer of energy.

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

Unfortunately, this lesson turned out to be very unorganized and there were a number of factors that contributed to this. First and foremost, I will take ownership of the fact that there was not an adequate amount of time spent on planning the execution of this lesson. I had a picture in my mind of the results I wanted and spent a lot of time prepping the students' materials for the activity. Looking back, I realize I should have spent more time planning the exact layout of the steps for the lesson and preparing myself to teach it. Another factor that played a role in the poor execution of this lesson was it was my first day in the classroom and the first lesson I had taught in a while. I am by no means trying to make excuses, but today was my first real interaction with the students, so I spent the morning just trying to learn names. By the time I taught the lesson this afternoon, I knew almost everyone's name and had a vague idea of the different personalities and behavioral issues in the classroom. Finally, to top it all off, I was just getting myself in the right mindset and had just started the lesson when Mr. Conlon walked in. The nerves I had just worked to calm spiked back up, and I felt pretty bad and frazzled by the end of the lesson.

Fortunately, I immediately had the chance to reflect on the lesson with the addition of Mr. Conlon's perspective and advice. I am typically very hard on myself and was quick to decipher all the elements that went wrong during the lesson, which left me feeling terrible by the time it was over. However, with some prodding from Mr. Conlon, I did remember that the students seemed to really enjoy the activity, which is part of the reason the classroom got really loud. While I saw that as a bad thing (and I now remember more strategies I will use in the future to not let it escalate to this level), it was a good sign that the students were enjoying the activity I had planned for them. Mr. Conlon highlighted some other positive elements I may not have noticed had he not pointed them out to me. He remarked that he liked the introduction I used to get the students engaged and the way I wrapped up the activity to make it a complete lesson and to solidify the information in the students' minds.

Although it was chaotic and definitely not as smooth as I had intended, the students did learn the key idea of the lesson, which was the transfer of energy in food chains. As they were linking arms to show the energy connection, I walked around and listened as they told their "food chain stories". Furthermore, I was able to connect the topic of energy to a mini lesson I taught the following day. I used this opportunity to ask reflection questions about this science lesson, and it was a relief to see a majority of their hands shoot in the air and provide the correct answers.