

## Lesson Plan Template

<b>Grade: 7<sup>th</sup> grade</b>		<b>Subject: Life Science</b>	
<b>Materials: Dice, bean bag, bucket, tape</b>		<b>Technology Needed: Computer and TV for projection</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> <b>Discussion/Debate</b> <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> Performance Standard MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.  Performance Standard MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.  Performance Standard MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.  Performance Standard MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.		<b>Differentiation</b> <b>Below Proficiency:</b> Students are given the opportunity to throw 1 bean bag if they get part of the question right and then we will go over the answer together in class if they need more explanation <b>Above Proficiency:</b> Students will get to throw two bean bags if they answer the whole question correctly, answers that go above and beyond will get to throw three bean bags <b>Approaching/Emerging Proficiency:</b> Students who are approaching proficiency will be challenged and aided by their group members and by me going around the room to ask leading questions <b>Modalities/Learning Preferences:</b> Students will discuss the answers to the questions together and then get the opportunity to throw bean bags into a bucket if they get the answer correct to win a prize (sucker).	
<b>Objective(s)</b> Students will be able to answer questions and defend their answers about ecology terms and concepts. <b>Bloom's Taxonomy Cognitive Level:</b> Comprehension and understanding		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> All students are expected to participate in the discussion and write down the answers. Students are expected to be quiet and pay attention when we go over the answers as a class.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be randomly grouped by being numbered off by 6, each number corresponding to a desk group around the room. They will then be assigned a set of numbers (1/2, 3/4, 5/6) which will correspond to the dice that will be rolled to choose who from each group will get to answer and throw the bean bags.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> All students are expected to participate in the discussion and write down the answers. Students are expected to be quiet and pay attention when we go over the answers as a class.	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> Set up the bean bags, arrange desks into groups of three, each desk group will get two bean bags, set up the three distances from the bucket with the tape. Prepare questions on a PowerPoint for the review game		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Welcome everyone and reintroduce myself.		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Introduce the rules of the game and group up the students Students will discuss questions on the PowerPoint as a group and at the end of the time I give them, dice will be rolled to determine who from each group will come show me their answers. I will then tell them if they can through 0,1,2, or 3 bean bags into the bucket. Once every group has thrown their bean bags, we will go over the question as a class and then go onto the next question.		
	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Go through the questions on the PowerPoint for the game Review concepts as a class		
	<b>Review (wrap up and transition to next activity):</b> With 5 minutes left in class have everyone clean up, turn in their answer sheets, and put away desks, the dice, and bean bags.		
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> The group discussions and the written answers will show how well the students know the content and will act as a formative assessment. <b>Consideration for Back-up Plan:</b>		<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b>  <b>If applicable- overall unit, chapter, concept, etc.:</b>	

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If behaviors get out of control we can just go through the review questions without the bean bag game.

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

The activity was fun and fast paced. Students had fun while reviewing for their test. If I were to repeat this lesson, I would more explicitly go over the expectations for the class discussion in between rounds because I had a hard time getting their attention after all of the transitions.