**STANDARDS-BASED LESSON PLAN TEMPLATE**

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| **Teacher: Dr. Oden** | **Grade/Subject:** **7th SCIENCE** | **Date: 2/9/15-2/13/15** |
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| **Monday: 2/9/15** | **Standard(s):**. S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically.**EQ:** Explain the difference between respiration and photosynthesis |
| **Opening/Warm-Up :** **How will you open your lesson and engage students?** | Work with a partner and place the restaurants in a particular classification order |
| **Work Period:****Differentiated Instruction (What will be done to meet the needs of all students?)** | 1. Cornell notes
2. Introduce types of Kingdoms
3. Using our toy animals place them in the correct category
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| **Closing:****(What will be done to assess student understanding of the standard(s)?)** | Write a paragraph for your Cornell notes. |
| **Learning Format: Whole/Cooperative Group** | Whole GroupPartners | Homework: SWD Animal friendsUsing technology answer these questions 1-5 |
| **Accommodations: Peer tutoring/ teacher-student support** | Technology: student’s technologyDifferentiation: student teacher group | Avid: Summarize |
| **Tuesday: 2/10/15** | **Standard(s) & Element(s):**. **):** S7L5. Students will examine the evolution of living organisms through inherited characteristics that promote survival of successive generations of their offspring. |
| **Opening/Warm-up****How will you open your lesson and engage students?** |  Classification warm-up starter |
| **Work Period:****Differentiated Instruction (What will be done to meet the needs of all students?)** | 1. Introduce Dichotomous Keys
2. Work on Dichotomous Keys
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| **Closing:****(What will be done to assess student understanding of the standard(s)?)** | I am a new student in your science class please explain to me how to complete a Dich. Key. |
| **Learning Format: Whole Group/cooperative group/**  | Technology:  | Homework: Using technology 6-10 |
| **Accommodations Support teacher** | Differentiation: Teacher student support | **AVID**: Summarize |
| **Wednesday 2/11/15** | **Standard(s) & Element(s)** S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically. |
| **Opening:** **How will you open your lesson and engage students?** | Explain the difference between genes and alleles |
| **Work Period:****Differentiated Instruction (What will be done to meet the needs of all students?)** | 1. Cornell Notes on kingdoms continued
2. List and define each level of classification from largest to smallest:
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| **Closing:****(What will be done to assess student understanding of the standard(s)?)** | T.O.T.D: Where, among all the levels of classification, do organisms share more characteristics? |
| **Learning Format/** Whole Group**/**Cooperative Group/peertutoring **.****Technology:** computers , student’s technology |  Homework: Vocabulary Word list with picture |
| **Thursday: 2/12/15**  | **Standard(s) & Element(s)** S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically. |
| **Opening:** **How will you open your lesson and engage students?** | Define and give an example of Pro-tists and Fungi |
| **Work Period:****Differentiated Instruction (What will be done to meet the needs of all students?)** | 1. Cornell Notes on another Kingdom
2. Scientific names of the organisms Dichotomous Key
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| **Closing:****(What will be done to assess student understanding of the standard(s)?)** | What are the three domains \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Learning Format:****Technology**: Student’s technology | Whole Group/cooperative grouping/teacher small group: **Homework**: Describe Domain bacteria, Archaea, Eukarya, Define and give an example of Fungi, Plants, Animals  |
| **Friday:2/13/15** | **Standard(s) & Element(s): )** S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically. |
| **Opening:** **How will you open your lesson and engage students?** | * Which two kingdoms consist only of heterotrophs?
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| **Work Period:****Differentiated Instruction (What will be done to meet the needs of all students?)** | 1. Continue onto another kingdom
2. Using technology (Adapting)

**Homework: Classification Activity: Break Assignment** |
| **Closing:****(What will be done to assess student understanding of the standard(s)?** | T.O.T.D. Write a summary about what you’ve learned this week? |
| **Learning Format/Technology :** **Student’s technology****Whole Group/ peer tutoring** | AVID: Dialectical Journal: Explain the significance of a today’s activity |