**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 | | | |
| **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 Group  Partners | | | Homework: SWD Animal friends  Using technology answer these questions 1-5 |
| **Accommodations: Peer tutoring/ teacher-student support** | Technology: student’s technology  Differentiation: 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 | | | |
| **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: | | | |
| **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 | | | |
| **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? | | | |
| **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 | | | |