**STANDARDS-BASED LESSON PLAN TEMPLATE**

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| **Teacher:**  **Dr. Oden** | **Grade/Subject:**  **7th SCIENCE** | **Date: 2/2-2/6/15** | | |
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| **Monday: 2/2/15** | **Standard(s):** S7L5: Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generation of their offspring.  **EQ:** Explain classification of organisms, and why is it the important? | | | |
| **Opening/Warm-Up:**  **How will you open your lesson and engage students?** | Softschool.com using your technology complete the practice quiz on evolution. | | | |
| **Work Period:**  **Differentiated Instruction**  (What will be done to meet the needs of all students?) | 1. Complete Evolution Study guide 2. Complete Vocabulary words from Section 1,2 & 3 3. Read Bird adaptation by Cindy Griggs and locate 5 vocabulary words | | | |
| **Closing:**  (What will be done to assess student understanding of the standard(s)?) | How has evolution been documented in birds? | | | |
| **Learning Format: Whole/Cooperative Group** | Whole Group | | | Homework: Study for test |
| **Accommodations: Peer tutoring/ teacher-student support** | Technology: student’s technology  Differentiation: student teacher group | | | Avid: Summarize |
| **Tuesday: 2/3/15** | **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? | Review your notes for 5 minutes and/ or ask any confusing questions about evolution | | | |
| **Work Period:**  **Differentiated Instruction**  (What will be done to meet the needs of all students?) | .Students are grouped based upon performance on previous test scores | | | |
| **Closing:**  (What will be done to assess student understanding of the standard(s)?) | T.O.T.D. What is your goal for tomorrow’s test?  Are there any questions or concerns that you were not sure about listed on the test? | | | |
| **Learning Format:**  Whole Group/cooperative group/ | Technology: | | | Homework: Review study guide and vocabulary words |
| **Accommodations: Support teacher** | Differentiation: Support teacher | | **AVID**: Summarize | |
| **Wednesday 2/4/15** | **Standard(s) & Element(s)**: S7L5: Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generation of their offspring. | | | |
| **Opening:**  How will you open your lesson and engage students? |  | | | |
| **Work Period:**  **Differentiated Instruction**  (What will be done to meet the needs of all students?) | 1) Evolution test not timed | | | |
| **Closing:**  (What will be done to assess student understanding of the standard(s)?) | Define: Taxonomony  Who was Carolus Linnaus? | | | |
| **Learning Format/** Whole Group**/**Cooperative Group/peertutoring**.**  **Technology:** computers , student’s technology | * Classifying organisms : Notes * Classifying organisms PowerPoint | | | |
| **Thursday: 2/5/15** | **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? | <http://files.havefunteaching.com/free-worksheets/science/classifying-worksheet-2.pdf-(SWD>  Classify the students in our class in a particular group. | | | |
| **Work Period:**  **Differentiated Instruction**  (What will be done to meet the needs of all students?) | 1. Classifying Shoes   activityhttp://utahscience.oremjr.alpine.k12.ut.us/Sciber01/7th/classify/html/shoes.htm   1. Whole Group/cooperative grouping/teacher small group: | | | |
| **Closing:**  (What will be done to assess student understanding of the standard(s)?) | **T.O.T.D:** Summarize your notes from the PowerPoint.  Classification Vocabulary Words | | | |
| **Learning Format:**  **Technology**: Student’s technology | Homework: SWD: Reptile or mammal classification  **Homework**: Complete class work | | | |
| **Friday:2/6/15** | **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? | 1) Classifying Living and Non-living things activity  2) Complete new classification vocabulary template | | | |
| **Work Period:**  **Differentiated Instruction**  (What will be done to meet the needs of all students?) | http://www.elco.k12.pa.us/online\_homework/Bicher\_notes/6th/14\_15\_Classification\_Rev\_ws.pdf  http://bhhs.bhusd.org/ourpages/auto/2012/5/7/41802777/Classification%20worksheet.pdf | | | |
| **Closing:**  (What will be done to assess student understanding of the standard(s)? | T.O.T.D. Write a summary bout what you’ve learned from today’s activity. | | | |
| **Learning Format/Technology : student’s technology**  **Whole Group/ peer tutoring** | AVID: Dialectical Journal: Explain the significance of a today’s activity | | | |