

Animal Encounters: Lesson Plan

Academic Standards/ English Proficiency Standards <i>Which academic standards ground this lesson? Which ELP standards will support Targeted ELD, Reading Development Standards or Integrated ELD?</i>		Learning Progression/ Key Concepts <i>How does this lesson fit in with previous & future lessons? What academic concepts are most important to learn in this lesson?</i>	
HS+B.L2.U1.1 Develop a model showing the relationship between limiting factors and carrying capacity, use the model to make predictions on how environmental changes impact biodiversity.		This is an introduction to what limiting factors are. They will take this information and use it in future lessons where they make predictions and create understandings about how these factors impact their organism, or biodiversity in general in different locations. It is important to understand that some of these factors are living and non-living and could potentially be caused by human activity.	
Learning Goal(s) <i>What is the learning intended by the end of this lesson? (Include both academic & ELD goals)</i>	Success Criteria <i>What will it look like when students meet the Learning Goal(s)?</i>	Lesson Activities <i>What will students do to progress towards the Learning Goal and meet the Success Criteria during the lesson? .</i>	ELD/ LD Accommodations <i>What accommodations & scaffolds will you include for students who need additional support?</i>
<ul style="list-style-type: none"> • I will be able to understand how organisms can be affected by living and non-living things. • I will be able to understand what a limiting factor is. • I will be able to understand why certain animal behavior can be affected by time of 	I will be successful when I create a journal entry by drawing a picture of an animal and writing observations and questions.	Animal Encounters Lesson <i>5-8 mins:</i> Bellwork activity: Name a native species of animal that lives here in the sonoran desert. Think of a native animal. Explain what can affect their population and how they can affect other animal's populations. Students will then share their answers and we will have a brief discussion about what might be native and what not might be.	Materials Needed: <ul style="list-style-type: none"> • Nature Journal • Pencil Modeling, scaffolding, visualizations

day, weather, or location.

20-30 mins: Animal Encounters: Teacher will display the slides for the outside activity. Students must draw an animal various times that they witness outside. Students must use words, pictures or numbers to describe the appearance and behavior of the animal. Students will also write observations and other questions that come to mind about that animal. They record everything in their nature journal.

While outdoors, teacher will say suggestions to get students motivated:

- *If animal moves, don't be discouraged, observe at another angle.*
- *Keep working if animal is still there.*
- *Add numbers to your observations like counting, measuring, timing.*
- *Record it's markings, what is it doing? What does it look like?*
- *Add to complete observation: date, time, weather, location.*

5-10 mins: Debrief: Find a partner outside, discuss something that you found interesting or surprising, compare your entry with your

partner, to see what you can learn from each other.

15-20 mins: Writing and discussion: Students will have some time to answer 3 questions about the animal they saw:

- Did you find any evidence that your animal may be affected by living and nonliving things in the environment?
- How do you think the animal might affect the living and nonliving things in the environment?
- How might the interactions you observed be affected by time of day, year, weather, or location?

If time allows, the teacher will create a list of “limiting factors” by making a T-chart on the board to gather students' thoughts.

What things affect the animals? vs. What things does the animal affect?

Elicit Evidence

How will you gather evidence of student progress toward LG/ SC? How will students gather evidence of their own learning?

Interpreting Evidence Considerations

What misconceptions do you expect to see? What do you expect to see from your beginning, developing, consolidated, and extended learners?

Using the Evidence by Students & Teacher

What will you and students do to move learning forward?

They will share their journal with other students. Teacher will walk around and observe their learnings. Teacher will create a chart on the board where students share their answers about animal populations and what can affect them(limiting factors).

Students might not be able to identify what is a native species and what is not.
Students might not be able to understand other factors that might affect populations beside other animals.
Students might not think human activity causes changes in animal populations.

We will take our learnings and further our understanding about limiting factors. We will identify specific limiting factors for specific species.

Things to consider while planning.

Involving Students in Learning Goals & Success Criteria

1. How will you share the lesson Learning Goals with students?
2. What strategies will you use to co-construct Success Criteria with students?
3. How will students engage with the Success Criteria during the lesson? (*e.g., during self-assessment, peer feedback, small group work, conferencing*)

Planning for Eliciting & Interpreting Evidence

1. What are your sources of evidence during the lesson?
2. What will you be doing during evidence collection?
3. What will you communicate to students about how their learning will develop as they move towards the Learning Goal?
4. What are common misconceptions students have about this content?
5. What is the range of student performances that you are expecting in this lesson? What does learning look like at emerging, maturing, and consolidated levels?
6. How will students be engaged in interpreting evidence?

Planning for Responsive Actions by Students & Teachers

1. Anticipate the immediate pedagogical actions that you might make.
2. How will you support students to provide effective peer feedback in this lesson?
3. What routines will you use to support your students to conduct effective self-assessment?

Planning for students emotional supports

1. Model within the lesson examples of self-awareness and responsible decision making for students.
2. Implement ways to monitor student's relationship skills and social awareness within lessons and peer collaboration opportunities.
3. How can this lesson foster a student's social awareness and self-management of their emotions and behaviors?