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| **Name of Teacher Candidate** | | | Caroline Henry | | |
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| **Lesson Overview** | | | | | |
| Grade Level | | | 2nd Grade | | |
| Estimated Time Needed | | | One 35 minute class period | | |
| Lesson Description | | |  | | |
| Content Area Standards | | | 2.9C The student knows that living organisms have basic needs that must be met for them to survive within their environment. | | |
| Technology Standards | | |  | | |
| Objectives | | | The student is expected to compare the ways living organisms depend on each other and on their environments such as through food chains. | | |
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| **Resources/Materials/Tools** | | | | | |
| Terms/Vocabulary | | | Environment  Food Chain  Food Web  Organism  Tundra  Desert  Forest  Jungle | | |
| Technology Resources | | | Computers are being used to do research on environments for information on their assigned Food Chains. They will be on the website called Clever-Science-Power Kids-Food Chains/Food Webs | | |
| Other Resources | | | Students will need computers, their QR codes, poster paper, food chain cutouts, glue, science journals | | |
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| **Lesson Procedures** | | | | | |
| **Explore**  (Collaborative and hands-on) | The students will come in a sit down at their tables. I will ask the students to raise their hand and tell me what had have been going over in science for the past two days. The students will raise their hand and answer with statements about Food Chains. I will then tell them that today they are going to be researching about food chains. I will ask the kids to raise their hand and tell me what research is. I will then tell the students that they will be placed in research groups like real scientists. I will tell the students to come sit on the carpet. I will call out the groups and tell each group to pick a table to sit at.  Group 1:  Sianna  Amirah  Mikayla  Cristian  Group 2:  Ivan  Nate  Antonella  Aliyah  Group 3:  Gabriel  Hunter  Evelyn  Marbiella  Group 4:  Jordan  Sofia  Isabella  Juan  Group 5:  Keren  Skylar  Izabella  Vanessa  Once the students are at their tables, I will tell the students that they will be doing research with their computers on Clever. I will say  “Each group will have an environment to research for food chains”. I will ask “what is an environment” and the students with say It is place where living and non living things are.  Each group will be assigned Tide Pol (Ocean), Backyard, Forest, and Desert. I will pass out large poster boards and come around to each table and write down their assigned environment at the top. While I am doing that I will call on tables to grab their computers and QR codes.  Once each group has their Computers and QR codes, I will tell the students that they will log on, go to Clever-Science- Power Kids-Food Chains/Food Webs.  Each group will find their assigned environment and read through it to be able to make their own food chain.  The students will have sheets of paper for research where the write down the food chains that are found in their environment. Once they have done their research and written down notes, I will be walking around to make sure they are on task and checking to make sure they are writing down correct food chains.  Once I have checked their research, each group will get a baggie of cutouts of sun, plants and animals to make their own food chain on their poster.  There will be glue and markers to glue and label the cutouts.  I will have an example of a tundra food chain at the front of the class.  Once each group is done, the groups will come and present their food chain research. | | | When I begin this lesson, I will reiterate how important it is to listen carefully and follow my CHAMPS because if they misuse the computers, they will have to grab a non fiction book to use for research. | The students will be using their computers, the website called CLEVER. Each kid will be on their own computer. Each kid will be sitting at their assigned tables. |
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| **Plans for Differentiated Instruction/Accommodations** | | | | | |
| **Special Education Students** | | On clever, there is a read aloud option for the students who are dyslexic. The students are put into groups with students who will be able to write for Ivan, Jordan, Sofia and Vanesa. | | | |
| **English Language Learners** | | The Clever website reads the passages aloud to the students who are ELL. | | | |
| **Gifted and Talented** | | For Hunter who is Gifted and Talented, I have placed him in a group with lower students so that he will use his leadership skills. | | | |
| **Other:** | |  | | | |
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| **Potential Challenges/Plan B** | | | | | |
| If some of the students computers do not work or if there aren’t enough, I will have two students share one. | | | | | |
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| **Notes and Credits** | | | | | |
| 1. Clever.com | | | | | |

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Description automatically generated

A close up of a map

Description automatically generated

A close up of a logo

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A screenshot of a cell phone

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