Tropical Rainforest



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| **Learning Segment for Unit:** In this unit, we will learn about the tropical rainforest centered on the central focus (see below). We will be starting each lesson in each domain on the same day. We will be having a summative assessment of a multimedia presentation in small groups. |
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| Science  http://3.bp.blogspot.com/-6bs6oanr0E0/TtxIstpCzLI/AAAAAAAAA04/DRE1epdpJD4/s1600/rainforest-hd-11-777972.jpg  Lauren Rodgers |

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| Teacher Candidate: Lauren Rodgers | Date: May 15, 2013  Course for which the Lesson is developed: Middle School Assumptions and Curriculum |
| Subject: Science  Content Focus (Topic): Tropical Rainforest  Grade Level(s): 6th grade | Classroom Teacher:  Time allotted: 45 minutes |

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| **Lesson One Title:** Introduction to the tropical rainforest: characteristics and Habitat | | |
| **Standards/Benchmarks:**  12.B.3a Identify and classify biotic and abiotic factors in an environment that affect population density, habitat and placement of organisms in an energy pyramid.  **12.B.3b** Compare and assess features of organisms for their adaptive, competitive and survival potential (e.g., appendages, reproductive rates, camouflage, defensive structures). | **Learning Objectives:**   * Identify the characteristics of the tropical rainforest * Identify the layers of the rainforest * Describe the animals that their habitats are in the tropical rainforests * Create an undiscovered animal (ART) * Identify natural resources and their threats (SOCIAL STUDIES) | **Assessments Tool & Procedures:**   * Completed K-W-L chart * Completed artwork of the tropical rainforest layers * List of animals with characteristics and habitats * Rubric * List of natural resources and their threats |
| **Instructional Strategies/Procedures: List in sequence the actions taken by teacher and students throughout the lesson. Include at least two good inquiry questions for each of the “5E” sections.**  **A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) “E1”**  (this lesson may span over many days)   * Do a K-W-L chart with students about tropical rainforests * Ask students to mark on the map where they think tropical rainforests are located   **B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**  “Today we are going to learn about tropical rainforests. We are going to identify the characteristics of tropical rainforests as well as the layers within.”  **C. Instructional Sequence:**  **1.Explore “E2”**   1. Have students break up into five groups. 2. Students will rotate around to different stations. 3. Students will choose if they want to use approved books or internet site for research 4. Station one-characteristics of tropical rainforest    1. Students will go online and look for characteristics of tropical rainforest    2. Students will create a word wall on tropical rainforest    3. Students will type definitions of words into word document that will be combined as class 5. Station two-layers of the tropical rainforest    1. Students will look at websites online about layers    2. Students will create their own rainforest with layers    3. Using construction paper (green and brown)    4. Have all four layers    5. Label each layer 6. Station three- Look at animals and their characteristics along with their habitat 7. Station four-Look at special plant species only found in the rainforest and their uses 8. Station five- look at the threats to the tropical rainforest (used for later lessons)   Books are highlighted in blue in the resource section; websites in green  **2.Monitoring Student Engagement and Learning: Explain “E3”**   1. Ask students “what new things did you learn about the tropical rainforest?” 2. “Where are tropical Rainforests found?” (mark on your map) (have students shade on a map on Smart Board) 3. “What to the words you added to the word wall mean?” (discuss definitions as a class) 4. “What layers are in the tropical rainforest? 5. What happens in each layer? 6. What are animals like in the tropical rainforest? 7. What are the plants like in the tropical rainforest? Can they be used for anything?   **3. Elaborate “E4”**   1. Some students will finish doing the stations 2. The rest of the students will create an undiscovered animal in the rainforest 3. Students need to include this information about their animal    1. Name of the animal    2. Which layer of the rainforest it would live in    3. Drawing of animal (colored)    4. Diet (herbivore- what special plants would it eat? Carnivore – what animals would it eat? Omnivore- both previous questions)    5. What real life animal is it related to?    6. What is unique about this animal?    7. Why would it want to live in the rainforest? 4. Students will first think about these questions and then draw/color their animal 5. Students will type what looks like an entry in an encyclopedia   **E. Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Evaluate “E5”**  “Today we learned about the tropical rainforest. We learned about the characteristics of the rainforest itself along with the animals and plants that live there. We also create a word wall and new undiscovered animals that could live in the tropical rainforest.  **F. Safety in the Physical Environment**  Students will be monitored while using the scissors  Teacher will be walking around stations to monitor behavior  **G. Use of Technology**  Computers/internet  Smart Board | | |

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| **Lesson 2 Title: resources and conservation** | | |
| **Standards/Benchmarks**  13.B.3d Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).  13.B.3e Identify advantages and disadvantages of natural resource conservation and management programs   |  | | --- | | 12.E.3b Describe interactions between solid earth, oceans, atmosphere and organisms that have resulted in ongoing changes of Earth (e.g., erosion, El Nino). | | **Learning Objectives**  Students will…   * Identify natural resources found in the tropical rainforest (SOCIAL STUDIES) * Infer and examine the effect of deforestation on erosion * Create a conservation and management plan for the tropical rainforest * Write a letter to the Brazilian government about deforestation | **Assessment Tools & Procedures**   * List of natural resources (pre and formative) * Hypothesis on the effect of erosion and record of observation of sand (formative) * Filled out data sheet (formative) * Plan for conversation (formative) * Brainstorm ideas for letter written to Brazilian government (reflective) |
| **Instructional Strategies/Procedures: List in sequence the actions taken by teacher and students throughout the lesson. Include at least two inquiry questions for each of the “5E” sections.**  **A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) “E1”**   1. Create a list of natural resources with students that could be found in the tropical rainforest (pre-assessment) (later can add more as the students learn) 2. Ask students if there are any threats to these natural resources   **B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**  “Today we are going to learn about the natural resources found in the tropical rainforest and the impacts of collecting those natural resources as it effects the ecosystem.”  **C. Instructional Sequence:**  **1.Explore “E2”**   1. Have students work in small groups at stations 2. Station one-sand experiment    1. Have students put sand into four pans    2. In one pan spread the sand throughout the pan    3. In three of the pans have the students make a mountain of sand in the middle    4. Have the students poke a hole into a cup    5. Have them place their finger over the hole and have them fill it with water    6. Then have the students hold the cup 25 cm above the pan with the sand spread out    7. Let the water drip through the hole    8. Have students record their observations    9. Repeat step 6 to 9 with one of the pan that has the mountain of sand    10. Then have students cover the another mountain of sand with a linen    11. Repeat 6 to 9 with the linen covering it    12. Then have students cover the last mountain of sand with a felt    13. Repeat 6 to 9 with the felt covering it 3. Station two- natural resources collected from the tropical rainforest (use books or websites)    1. Students will create a list of the natural resources found in the tropical rainforest    2. Students will create a list of potential side effects or impacts that taking the natural resources could have on the ecosystem    3. Students will come up with a plan to solve or reverse the impacts on the ecosystem. (conservation plan)   **2.Monitoring Student Engagement and Learning: Explain “E3”**   1. Ask students about sand    1. “What happened in each of the pans?”    2. “Which one kept its shape the most?”    3. “What does the different fabric represent?” (plants or vegetation) 2. About natural resources    1. What natural resources did you find in the tropical rainforests?    2. What impacts can collecting these resources have on the ecosystem?    3. What could you do or people that live in tropical rainforests do to prevent those impacts from occurring?   **3. Elaborate “E4”**   1. Have some of the students who did not understand the sand experiment do it again or did not finish their list or plan 2. While the others students will go to website [**http://www.glencoe.com/sites/common\_assets/science/virtual\_labs/ES08/ES08.html**](http://www.glencoe.com/sites/common_assets/science/virtual_labs/ES08/ES08.html) 3. Students write a hypothesis about the effect of deforestation has on erosion 4. Then students will change the different variable on the website to find which condition is best to prevent erosion. 5. Students will fill out a data worksheet while using the website 6. Students will also write how they can apply this information to the tropical rainforest 7. When students are done, have a class discussion about why this erosion is a threat to the tropical rainforest.   **E. Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Evaluate “E5”**  “Today we learned about deforestation and its effect on erosion. We learned about conservation and how to prevent negative impacts on the ecosystem. You are going to write a letter to the Brazilian government in Literature. Create a list of reasons why deforestation should not occur in the tropical rainforest. I want you to use some of the new vocabulary words we learned today.”  **F. Safety in the Physical Environment**  Make sure students do not get sand in their eyes or other students by wearing goggles  Make sure students do not spill water on ground, if so make sure it gets cleaned up so no one slips  **G. Use of Technology**  Computer/ internet  Simulated experiment | | |

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| **Lesson 3 Title: Water cycle** | | |
| **Standards/Benchmarks:**   * 12.E.3a Analyze and explain large-scale dynamic forces, events and processes that affect the Earth’s land, water and atmospheric systems (e.g., jetstream, hurricanes, plate tectonics). * 11. A.3c Collect and record data accurately using consistent measuring and recording techniques and media. * 11. B. 2c Build a prototype of the design using available tools and materials. | **Learning Objectives:**   * Identify and explain the parts of the water cycle * Record observations * Create a terrarium following given directions | **Assessments Tool & Procedures:**   * Entrance slip on what they know about the water cycle (Pre-assessment) * Completed journal of observations on the water cycle bag (Formative) * Completed terrarium and log of water cycle within the terrarium( Formative) * Exit slip on new vocabulary words and prediction on terrarium (Reflective/Formative) |
| **Instructional Strategies/Procedures: List in sequence the actions taken by teacher and students throughout the lesson. Include at least two good inquiry questions for each of the “5E” sections.**  **A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) “E1”**   * Ask students to write what they know about the water cycle on paper with red pen * Watch <http://www.youtube.com/watch?v=o3BVa7PH_JE&feature=player_embedded> * “What parts of the water cycle did you see or hear in the song?” * “Were there any parts you did not see?”   **B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**  “Last time we were here, you learned about potable water and how it is a resource. Today we are going to learn about the water cycle: what it looks like and why it is important.”  **C. Instructional Sequence:**  **1.Explore “E2” (set up the week before)**   1. Have the students put sand, gravel, soil or nothing into their bag 2. Have the students put 1/3 cup of water into the bag 3. Have them seal the bag with some air inside the bag 4. Tape over the seal of the Ziploc 5. Then have the students tape the bag onto the window 6. Have students record observation on a data sheet every day that the water cycle is up   **2.Monitoring Student Engagement and Learning: Explain “E3”**   1. Ask students what they saw in the water cycle bag (“What observations did you record about what happened in the bag?”) 2. Have students explain 3. “What states of matter did see the water in?” 4. Students explain/discuss 5. “What effect did the materials in the bottom of the bag have?” 6. Students explain/discuss   **3. Elaborate “E4”**   1. Powerpoint on Water Cycle 2. Write parts that they missed on original paper with green pen 3. Some students will go back to observe the water cycle in a bag 4. Students will start to create a terrarium 5. Students will get precut 2 liter bottles 6. They will put gravel into the bottom of the bottle (about 4 cms) 7. Then a layer of charcoal 8. Then moss 9. Then soil 10. They will plant different plants in the soil 11. Squeeze the top over the bottom (if necessary cut small slice into bottom portion of bottle 12. Then wrap clear packing tape over seal   **E. Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Evaluate “E5”**  **“Today we learned about the water cycle and its importance. Now I want you to record your observations from your terrarium for a week.”**   1. Students will receive a data sheet for their terrarium 2. They will record their observations of their terrarium for one week 3. Go to end of PowerPoint 4. Have students answer questions on back of water cycle log sheet    1. What new words did you learn today?    2. What do you predict will happen in the terrarium?   **F. Safety in the Physical Environment**   * Precut bottles * Set rules for proper use of soil and other terrarium materials * Students will wear goggles   **G. Use of Technology**  Smartboard and youtube | | |

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| **Lesson 4 Title:** Compare and contrast to deciduous rainforest | | |
| **Standards/Benchmarks**  12. B.3a Identify and classify biotic and abiotic factors in an environment that affect population density, habitat and placement of organisms in an energy pyramid. | **Learning Objectives**   * Identify the characteristics of the temperate deciduous rainforest * Identify the layers of the rainforest * Describe the animals ~~that their~~ whose habitats are in the temperate deciduous rainforests * Create an undiscovered animal (ART) * Identify natural resources and their threat (SOCIAL STUDIES) | **Assessment Tools & Procedures**   * Discussion question about other rainforests (pre-assessment) * Word wall with definitions (formative) * Labeled artwork with layers (formative) * List of animals and the habitats (formative) * Rubric (same from first lesson) * List of natural resources and threats against them (formative) |
| **Instructional Strategies/Procedures: List in sequence the actions taken by teacher and students throughout the lesson. Include at least two inquiry questions for each of the “5E” sections.**  **A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) “E1”**   1. Ask students if there are rainforest not located between the Tropic of Cancer and Capricorn. 2. “What makes a forest a rainforest?”   **B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**  “Today we are going to learn about the temperate deciduous rainforests.”  **C. Instructional Sequence:**  **1.Explore “E2”**   1. Have students break up into five groups. 2. Students will rotate around to different stations. 3. Station one-characteristics of temperate deciduous rainforest    1. Students will go online and look for characteristics of temperate deciduous rainforest    2. Students will create a word wall on temperate deciduous rainforest    3. Students will type definitions of words into word document that will be combined as class 4. Station two-layers of the temperate deciduous rainforest    1. Students will look at websites online about layers    2. Students will create their own rainforest with layers    3. Using construction paper (green and brown)    4. Have all five layers    5. Label each layer 5. Station three- Look at animals and their characteristics along with their habitat 6. Station four-Look at special plant species only found in the rainforest and their uses 7. Station five- look at the threats to the temperate deciduous rainforest   **2.Monitoring Student Engagement and Learning: Explain “E3”**   1. What are some characteristics of the temperate deciduous rainforests? 2. What layers are in the temperate deciduous rainforest? 3. What animals are found in the temperate deciduous rainforest? What are some characteristics they share? 4. What plants are found in the temperate deciduous rainforest? 5. What are threats to the temperate deciduous rainforests?   **3. Elaborate “E4”**   1. Some students will continue one with the stations 2. The rest of the students will create a newly discovered animal    1. Name of the animal    2. Which layer of the rainforest it would live in    3. Drawing of animal (colored)    4. Diet (herbivore- what special plants would it eat? Carnivore – what animals would it eat? Omnivore- both previous questions    5. What real life animal is it related to?    6. What is unique about this animal?    7. Why would it want to live in the rainforest? 3. They will create an entry for an encyclopedia this new animal 4. Then students will present their animal and entry for their encyclopedia   **E. Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Evaluate “E5”**  “Today we learned about the temperate deciduous rainforest and how it is similar and different compared to the tropical rainforest.”  **F. Safety in the Physical Environment**  Students will be monitored while using the scissors  Teacher will be walking around stations to monitor behavior  **G. Use of Technology**  computers | | |

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| **Lesson 5 Title:** Summative assessment | | |
| **Standards/Benchmarks**  12. B.3b Compare and assess features of organisms for their adaptive, competitive and survival potential (e.g., appendages, reproductive rates, camouflage, defensive structures).  13. B.3d Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).  13.B.3e Identify advantages and disadvantages of natural resource conservation and management programs   |  | | --- | | 12. E.3b Describe interactions between solid earth, oceans, atmosphere and organisms that have resulted in ongoing changes of Earth (e.g., erosion, El Nino).  12.E.3a Analyze and explain large-scale dynamic forces, events and processes that affect the Earth’s land, water and atmospheric systems (e.g., jetstream, hurricanes, plate tectonics). | | **Learning Objectives**  The Students will…   * Compare and contrast the temperate deciduous rainforest to tropical rainforest * Compare and contrast the tropical rainforest to another * Identify the role of water cycle in both of biomes * Identify major characteristics of biome * Locate the biome * Identify natural resources (SOCIAL STUDIES) * Identify threats to that biome * Create an animal that would live that biome (ART) | **Assessment Tools & Procedures**   * Visual representation comparing and contrasting (formative) * Rubric (Summative) * Information portrayed in a final presentation (summative) |
| **Instructional Strategies/Procedures: List in sequence the actions taken by teacher and students throughout the lesson. Include at least two inquiry questions for each of the “5E” sections.**  **A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) “E1”**   1. “If you had to tell someone about the tropical rainforest who did not know what it is, what five things would you tell them? 2. “What five things would you tell them about temperate deciduous rainforests?   **B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**  “Today we are going to compare and contrast the temperature deciduous rainforest to the tropical rainforest. Then you are going pretend that you are moving to the tropical rainforest and you will create a presentation of .”    **C. Instructional Sequence:**  **1.Explore “E2”**   1. Students will work in pairs to create a visual representation that compares and contrasts temperate deciduous rainforest with the tropical rainforest. 2. “What are the similarities between temperate deciduous rainforest with the tropical rainforest? 3. “How are they different?” 4. Students may create a chart, Venn diagram, list, or any other visual representations   **2.Monitoring Student Engagement and Learning: Explain “E3”**   1. Each group will state one similarity or difference while teacher creates a class visual representation 2. Continue going around the room until there are no more 3. Ask students what the similarities and differences are? 4. Also ask students if they had that similarity or difference listed 5. When done have students put their visual representation up on a wall in the classroom   **3.Elaborate “E4”** (this may take a while, multiple days)   1. Students will start to work on their final presentations for our trip to rainforests.   **E. Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Evaluate “E5”**  “Today we learn about the differences and similarities between tropical and temperate deciduous rainforest. We also started working on our final presentations.”  **F. Safety in the Physical Environment**  Follow all classroom rules  **G. Use of Technology**  Computers  PowerPoint | | |

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| **Include all Instructional Materials for Unit** |
| Lesson 1   * Construction paper (for layers- brown, different shades of green) (for word wall- all colors) * Glue * White paper * Computers * Internet * Markers * Bigger white drawing paper * Blank map worksheets * Printer   Lesson 2   * Sand * Pans * Fabric-- linen * Fabric-- felt * Books * Data sheet * Goggles   Lesson 3   * 2 liter bottles * Active charcoal * gravel * sand * moss * small plants * packing tape * Ziploc bags * Masking tape * Data sheets (2) * Scissors * Red & green pen * Garbage bags * Soil * Cups * Goggles   Lesson 4   * Construction paper (for layers- brown, different shades of green) (for word wall- all colors) * Glue * White paper * Computers * Internet * Markers * Bigger white drawing paper * Printer   Lesson 5   * Big paper * Projector * Paper for animals * Computers * Books on biomes |

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| **Include All Resources & References for Unit**  (APA Format) |
| Bourke, J. (2006). *Wonders of the rainforest*. Greenwood, W.A.: Ready-Ed Publications.  Gro-O® Cultivating Organic Life . (2013.). Gro-O® Cultivating. Retrieved April 23, 2013, from http://blog.gro-o.com  The Habitable Earth Unit 8. (n.d.). Annenberg Learner. Retrieved April 23, 2013, from [www.learner.org/courses/envsci/unit/text.php?unit=8&secNum=3](http://www.learner.org/courses/envsci/unit/text.php?unit=8&secNum=3)  Mutel, C. F., & Rodgers, M. M. (1991). *Our endangered planet*. Minneapolis: Lerner Publications Co..  Parr, M. (n.d.). Water Cycle Song - YouTube. *YouTube*. Retrieved April 23, 2013, from http://www.youtube.com/watch?v=o3BVa7PH\_JE&feature=player\_embedded  Precipitation. (n.d.). Shoalhaven Water - Welcome. Retrieved April 23, 2013, fromhttp://www.shoalwater.nsw.gov.au/Education/precipitation.htm  Senior, K., Franklin, C., & Salariya, D. (1999). *Rainforest*. Danbury, Conn.: Franklin Watts.  Soil Erosion Science Fair Project. (n.d.). Science Fair Projects, Ideas, and Experiments at ScienceFairAdventure.com!. Retrieved May 2, 2013, from <http://www.sciencefairadventure.com/ProjectDetail.aspx?ProjectID=18>  Tropical Rainforest Edible Plants. (n.d.). Smithsonian Center for Folklife and Cultural Heritage. Retrieved May 2, 2013, from http://www.folklife.si.edu/resources/maroon/foodways/tropical\_rainforest\_edible\_plant.htm  The Tropical Rain Forest. (n.d.). *The Tropical Rain Forest*. Retrieved May 1, 2013, from [www.marietta.edu/~biol/biomes/troprain.htm](http://www.marietta.edu/~biol/biomes/troprain.htm)  The Water Cycle for Kids. (2013, April 10). USGS Georgia Water Science Center - Home page. Retrieved April 23, 2013, from <http://ga.water.usgs.gov/edu/watercycle-kids.html>  Wealth of the Rainforest - Pharmacy to the World from Raintree Nutrition, Inc.. (n.d.). Wealth of the Rainforest - Pharmacy to the World from Raintree Nutrition, Inc.. Retrieved May 2, 2013, from http://rain-tree.com/ |

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| **Academic Language of Unit** | | | | | |
| **Language Demands of Lesson:**  Describe the academic language that the lesson requires. | **Student Language Development:**  Describe the students’ prior knowledge of the academic language in the lesson. | **Language Supports (WIDA, 2012):**  Every lesson must include sensory, graphic **or** interactive support.  Unit Plan must include a variety of supports. | | | **Assessment Evidence:** Describe the evidence that students understand the academic language in each lesson. |
| **Sensory Support:**  Describe the strategies that provide sensory support. | **Graphic Support:**  Describe the strategies that provide graphic support. | **Interactive Support:**  Describe the strategies that provide interactive support. |
| ***Add additional rows for each lesson.*** | | | | | |
| **Language Demands of Lesson** | **Student Language Development** | **Sensory Support** | **Graphic Support** | **Interactive Support** | **Assessment Evidence** |
| **Lesson 1:**   * Biodiversity * Biome * Bromeliad * Canopy * Decomposer * Drip tip * Emergent Layer * Epiphyte * Equator * Forest Floor * Nutrients * Rainforest * Symbiosis * Tropic of Cancer * Tropic of Capricorn * Tropical * Understory | * N/A no actual students | * Creation of layers of the rainforest using paper | * Blank map * Encyclopedia entry * K-W-L chart | * Working at stations with small groups * Writing a letter to the Brazilian government | * Labeled layers artwork * List of characteristics * Word wall definitions * Encyclopedia entry * Academic language used in the letter |
| **Lesson 2:**   * Conversation * Deforestation * Erosion * Natural resources * Ecosystem | * N/A no actual students | * Sand experiment | * Data sheet | * Simulated erosion experiment | * Filled out data sheet * List of natural resources and their threats * Conversation Plan |
| **Lesson 3**   * Precipitation * Sublimation * Condensation * Evaporation * Evapotranspiration * Runoff * Infiltration * Groundwater * Water cycle * Hydrologic cycle | * N/A no actual students | * Terrarium * Song * Water cycle bags | * PowerPoint * Data log sheets | * Terrarium- working with small groups * Discussion | * Exit slip containing vocabulary * Data sheets * Paper with known words and newly learned |
| **Lesson 4**   * Temperate * Deciduous * Rainforest * Biome | * N/A no actual students | * Artwork with the layers | * Encyclopedia entry | * Word wall * Working at stations with small groups | * Word wall with definitions * Labeled artwork * List of natural resources and their threats |
| **Lesson 5**   * Biome | * N/A no actual students | * PowerPoint, Prezi, Glog | * Visual representation of comparing and contrasting | * Partner work on visual representation | * Visual presentation (compare and contrast) * Final presentation |

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| **Differentiated Instruction** **of Unit** | | |
| Lesson | * List the *lesson component* that is differentiated in each lesson:   CONTENT, PROCESS, or PRODUCT.   * Explain *how* each component will be differentiated. | * List the *student characteristic* that will be used to determine how to differentiate each lesson:   STUDENT READINESS, STUDENT INTEREST, or  STUDENT LEARNING PROFILE.   * Explain *how* each will be used to determine how to differentiate. |
| 1 | * CONTENT- will use multiple ways to construct their knowledge about the tropical rainforest, these ways are broken into small sections in which the content is different   + Learning basic characteristics   + Learning about the layers   + Animals   + Plants   + Creation of animal and providing information | * LEARNER PROFILE- will address the multiple intelligences   + Tactile   + Sensory   + Visual   + Logical   + Linguistic   + Interpersonal   + Naturalistic * STUDENT READINESS- in the elaborate section students are allowed to continue to work on the explore section if they are not done or ready to move on |
| 2 | * PROCESS- students will be able to participate in multiple activities in order to gain knowledge about natural resources in the tropical rainforest   + Sand experiment   + Research on natural resources   + Simulated erosion experiment | * STUDENT READINESS- in the elaborate section students are allowed to continue to work on the explore section if they are not done or ready to move on |
| 3 | * PROCESS- will use multiple strategies to learn the content   + Terrarium   + Video   + Data collect   + PowerPoint | * LEARNER PROFILE- will address multiple intelligences   + Tactile   + Kinesthetic   + Sensory   + Auditory   + Visual   + Logical   + Musical * STUDENT READINESS- in the elaborate section students are allowed to continue to work on the explore section if they are not done or ready to move on |
| 4 | * CONTENT- students will use multiple ways to construct their knowledge about the deciduous rainforest by learning about small chunks of different content   + Learning basic characteristics   + Learning about the layers   + Animals   + Plants   + Natural resources | * LEARNER PROFILE- will address the multiple intelligences   + Tactile   + Sensory   + Visual   + Logical   + Linguistic   + Interpersonal   + Naturalistic * STUDENT READINESS- in the elaborate section students are allowed to continue to work on the explore section if they are not done or ready to move on |
| 5 | * PRODUCT- students will choose what their final product is   + PowerPoint   + Prezi   + Glog   + Venn Diagram   + Chart   + List | * STUDENT INTEREST- students will be able to choose   + what biomes they do their presentation on   + the format of their presentation   + the format of their compare and contrast visual |

Social Studies



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| Teacher Candidate: Autumn LeDuc | Date: 5/15/13  Course for which the Lesson is developed: Middle School Assumption |
| Subject: Social Studies  Content Focus (Topic): Rain Forest Locations  Grade Level(s): 6th grade | Classroom Teacher:  Time allotted: 45 minutes |

**Lesson 1 Title: Location**

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| Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.  17.C.3a Explain how human activity is affected by geographic factors.  17.D.3b Explain how interactions of geo­graphic factors have shaped present conditions.  18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. | Learning Objective(s):  What are the students expected to know and/or do in the lesson?  Write out each specific objective to be met by students in the lesson.  Students will be able to identify where the rain forests are located  Students will be able to state what characteristics are needed. | Assessment Tool(s) and Procedures:  What will provide evidence that students meet objectives?  Every objective must be assessed.  Students will complete the worksheet  Students will participate in class discussion |
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| Procedures: List in sequence the actions taken by teacher and students throughout the lesson.  Engage Students: (Diagnostic/Pre-Assessment may be included here.)  Give students an article and highlighter; have students highlight where the article states where the rainforests are located.  Communicate the Purpose of the Lesson to Students (Objectives and Assessment):  We will be learning about the locations and physical characteristics of the rainforest  Instructional Sequence:  Identify the location of the rainforest  Explain that the rainforest are located around the *equator*  The rainforest makes up 7% of the world  Tell students that the rain forest lie between the *Tropic of Capricorn and Tropic of Cancer*  Have students identify similar characteristics of these locations  Write ideas on the board  Rain forests have two seasons: *Dry season and Wet Season*  During Wet season a rainforest can get between 80 inches to 430 inches of rain a year.  Pass out map worksheet  Have students use colored pencils to fill in the map: individually  Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)  Walk around the classroom and call on students that aren’t participating as much  Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)  Now that we know a little about the rainforest location and characteristics we can learn about the history and people of the rainforest | | |
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Lesson Plan Details

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| Instructional Materials:  Whiteboard/poster, markers, color pencil, map, article | | |
| Use of Technology:  None | | |
| Safety in the Physical Environment:  Ensure there is no bullying | | |
| Academic Language | | |
| List the Academic Language used in the Lesson  Equator  Tropic of Capricorn  Tropic of Cancer  Dry Season  Wet Season | Explain how the Academic Language is scaffolded in the Lesson  The students will be able to visually see these words and also will be able to read and hear the definitions of all. | Describe the Evidence that Students know and use Academic Language appropriately:  Students will be able to accurately find the rainforest on their map worksheet |
| Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)    Diagnostic (Pre-):  Formative: Worksheet; color in the rainforests around the world  Reflective:  Summative: | | |
| Differentiating Instruction | | |
| Identify the Element(s) of the Lesson that is Differentiated: Content Process Product  Explain how it is Differentiated:  There will be a PowerPoint with pictures so they can see images of the rainforest, they will also be able to read and hear about it. | | |
| Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile  Explain how it is used to Differentiate:  There will be a PowerPoint with pictures so they can see images of the rainforest, they will also be able to read and hear about it. | | |

**Lesson 2 Title: Indigenous People**

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| Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.  17.C.3a Explain how human activity is affected by geographic factors.  17.D.3b Explain how interactions of geo­graphic factors have shaped present conditions.  18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. | Learning Objective(s):  What are the students expected to know and/or do in the lesson?  Write out each specific objective to be met by students in the lesson.  Write about the people of the rainforests lives and how they live | Assessment Tool(s) and Procedures:  What will provide evidence that students meet objectives?  Every objective must be assessed.  Read students letter about “living in the rainforest” |
| Procedures: List in sequence the actions taken by teacher and students throughout the lesson.  Engage Students: (Diagnostic/Pre-Assessment may be included here.)  Ask students how many people have ever been camping.  Communicate the Purpose of the Lesson to Students (Objectives and Assessment):  This lesson we will learn how the people of the rainforest survive and why the rainforest is so important to them  Instructional Sequence:  Go through PowerPoint  People have been living there for over thousands of years  Although some indigenous people live much as we do, others still live much as did their ancestors thousands of years before them. These communities organize their daily lives differently than our culture.  Talk about the foods and medicine found in the forest  Farming *shifting cultivation*.  Shifting Cultivation: First they first clear a small area of land and burn it. Then they plant many types of plants, to be used for food and medicines. After a few years, the soil has become too poor to allow for more crops to grow and weeds start to take over. They  Transportation; Canoes and walking, they make their own canoes that can fit up to about 11 people.  Clothes; Some wear traditional loins and others wear traditional American styled clothes  Fun: Boys and girls go swimming, play with handmade dolls, and shoot bows and arrows.  Housing: no walls, no rooms  After discussing the ways of the indigenous students will write a letter to kids in America describing their life style  Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)  Ask students about their opinion, and ask if they can relate to anything in their own life style  Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)  Explain that the rainforest is important to the animals and people that live there. | | |
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Lesson Plan Details

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| Instructional Materials:  PowerPoint. Blank writing paper, pencils or pens | | |
| Use of Technology:  PowerPoint, | | |
| Safety in the Physical Environment:  None | | |
| Academic Language | | |
| List the Academic Language used in the Lesson  Indigenous people  Shifting Cultivation | Explain how the Academic Language is scaffolded in the Lesson  Definitions will be given to them ahead of the lesson  Definition will also be discussed during the lesson | Describe the Evidence that Students know and use Academic Language appropriately:  Students will have to use the words accurately and correctly in their letter. |
| Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)    Diagnostic (Pre-):  Formative:  Reflective:  Summative: Students will write a letter to American Students as an indigenous person from the rainforest explaining their lifestyle | | |
| Differentiating Instruction | | |
| Identify the Element(s) of the Lesson that is Differentiated: Content Process Product  Explain how it is Differentiated:  Students will write about different things in their letter. | | |
| Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile  Explain how it is used to Differentiate:  Students will be able to write about the indigenous people of the rainforest from the information they have learned in today’s class. | | |

**Lesson 3 Title: Culture/Research**

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| Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.  17.C.3a Explain how human activity is affected by geographic factors.  17.D.3b Explain how interactions of geo­graphic factors have shaped present conditions.  18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. | Learning Objective(s):  What are the students expected to know and/or do in the lesson?  Write out each specific objective to be met by students in the lesson.  Learners will be able to draw, label and explain the people, animals and life that exist in the rain forest with 100% accuracy.  Describe the people, animals and life that exists | Assessment Tool(s) and Procedures:  What will provide evidence that students meet objectives?  Every objective must be assessed.  Students will have to draw, label and explain what they have learned during their research  Students will have to present their findings |
| Procedures: List in sequence the actions taken by teacher and students throughout the lesson.  Engage Students: (Diagnostic/Pre-Assessment may be included here.)  Ask students what they know about the rainforest. Have recorder write them on the board in three categories; People, Animals, and Other Life  Communicate the Purpose of the Lesson to Students (Objectives and Assessment):  Today we will be learning about what lives in the rainforest and how it affects the rainforest.  Instructional Sequence:  Tell students we will now being doing an internet research activity to help learn about the people and other rainforest life  Teacher will provide 4 websites on the board  Explain students must only use these sites.  Tell students they are expected to take notes about the people, animals, life of the rainforest, population, climate, economy, food and culture  Have students begin working on their computer and taking notes  After 30 minutes have students shut down their computers.  Ask students to start discussing their findings with a partner and compare research  After students have exchanged information students will share their findings with the class.  Students will be responsible to ask questions and listen to the best of their ability.  Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)  Walk around making sure students stay on task. Encourage questions.  Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)  Have students share what they have learned from their research | | |
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Lesson Plan Details

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| Instructional Materials:  Large Poster, Markers, Blank writing paper, pictures of rainforest | | |
| Use of Technology:  Computers for each student and list of websites | | |
| Safety in the Physical Environment:  None | | |
| Academic Language | | |
| List the Academic Language used in the Lesson  Indigenous People | Explain how the Academic Language is scaffolded in the Lesson  Students will have computer access to search the definition or they will have the option to ask the teacher or other classmates | Describe the Evidence that Students know and use Academic Language appropriately:  While presenting their research they will use this word correctly |
| Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)    Diagnostic (Pre-): Asking students what they have learned previously about the rainforest and what they think they might find in the rainforest  Formative:  Reflective:  Summative: | | |
| Differentiating Instruction | | |
| Identify the Element(s) of the Lesson that is Differentiated: Content Process Product  Explain how it is Differentiated:  Each student will have found different information and present theirs in a different way | | |
| Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile  Explain how it is used to Differentiate:  Students will be able to use technology. Students will work individually and also in pairs. | | |

**Lesson 4 Title: Resources**

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| Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.  17.C.3a Explain how human activity is affected by geographic factors.  17.D.3b Explain how interactions of geo­graphic factors have shaped present conditions.  18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. | Learning Objective(s):  What are the students expected to know and/or do in the lesson?  Write out each specific objective to be met by students in the lesson.  Students will learn about the resources of the rainforest. | Assessment Tool(s) and Procedures:  What will provide evidence that students meet objectives?  Every objective must be assessed.  Students will complete worksheets provided to them |
| Procedures: List in sequence the actions taken by teacher and students throughout the lesson.  Engage Students: (Diagnostic/Pre-Assessment may be included here.)  Ask students if they have ever eaten a banana, or saw someone drink coffee.  Communicate the Purpose of the Lesson to Students (Objectives and Assessment):  We will learn about why the rain forest is so important to us.  Instructional Sequence:   1. Ask the students to think of all of the materials in the classroom that are from the rain forest. 2. Have them cut the labels from the [Rain Forest Product Inventory](http://www.teachervision.fen.com/rain-forest-ecology/printable/3416.html) sheet and tape them to those things that apply. 3. When the students are finished, have them reconvene as a class and draw up a class list of all the things they labeled. 4. Distribute the [Rain Forest Product Survey](http://www.teachervision.fen.com/rain-forest-ecology/activity/3415.html) and ask the students to complete it at home that evening. 5. Talk about why it is called “the world’s largest pharmacy” 6. Have them break into groups and have them discuss their opinions 7. Explain why it is called “the world’s lungs”   Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)  Walk around the classroom.  Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)  The rainforest has many resources that people use all around the world. | | |
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Lesson Plan Details

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| Instructional Materials:  Worksheets, whiteboards, markers, pencils, | | |
| Use of Technology:  None | | |
| Safety in the Physical Environment:  Ensure students are being fair and taking turns talking. No Bullying. | | |
| Academic Language | | |
| List the Academic Language used in the Lesson  Natural Resources  Conservation  Product  Native  Medicinal Plant  Cultivate | Explain how the Academic Language is scaffolded in the Lesson  Students will be able to find definitions on the worksheet  Definitions will be discussed throughout class | Describe the Evidence that Students know and use Academic Language appropriately:  Student will be able to fill out worksheet without any problem |
| Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)    Diagnostic (Pre-): Vocabulary worksheet  Formative:  Reflective:  Summative: | | |
| Differentiating Instruction | | |
| Identify the Element(s) of the Lesson that is Differentiated: Content Process Product  Explain how it is Differentiated:  Resources will be shown visually and also verbally | | |
| Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile  Explain how it is used to Differentiate:  Students have learned previously about the culture of the rainforest | | |

**Lesson 5 Title: Deforestation**

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| Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.  17.C.3a Explain how human activity is affected by geographic factors.  17.D.3b Explain how interactions of geo­graphic factors have shaped present conditions.  18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. | Learning Objective(s):  What are the students expected to know and/or do in the lesson?  Write out each specific objective to be met by students in the lesson.  Students will learn about how deforestation will affect them  Students will learn how to help save the rainforest | Assessment Tool(s) and Procedures:  What will provide evidence that students meet objectives?  Every objective must be assessed.  Students will take what they learn and create a poster to make the public aware. |
| Procedures: List in sequence the actions taken by teacher and students throughout the lesson.  Engage Students: (Diagnostic/Pre-Assessment may be included here.)  Ask students to recall why the rainforest is important to us and the rest of the world  Communicate the Purpose of the Lesson to Students (Objectives and Assessment):  The rainforest is slowly disappearing, and we need to help prevent it.  Instructional Sequence:  Recall what we have learned about the rainforest  Recall why we need the rainforest to survive  Break into groups of 4  Have students brainstorm what we can do to help prevent deforestation  Have one student from each group write their ideas on the board  Have groups pick on way they want to help the rainforest  Create a poster to promote awareness  Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)  Walk around to ensure participation  Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)  Lets continue to promote awareness and remember we have to take responsibity for our actions and they can affect other parts of the world | | |
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Lesson Plan Details

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| Instructional Materials:  Posters, markers, crayons | | |
| Use of Technology:  Computers (if needed) | | |
| Safety in the Physical Environment:  Ensure no bullying. | | |
| Academic Language | | |
| List the Academic Language used in the Lesson  None | Explain how the Academic Language is scaffolded in the Lesson  Review day. Language will be reviewed throughout the lesson | Describe the Evidence that Students know and use Academic Language appropriately:  Students will have to use at least two vocabulary words, correctly |
| Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)    Diagnostic (Pre-):  Formative:  Reflective:  Summative: Create a poster to help promote awareness | | |
| Differentiating Instruction | | |
| Identify the Element(s) of the Lesson that is Differentiated: Content Process Product  Explain how it is Differentiated: Each poster will have a different idea and will be decorated differently | | |
| Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile  Explain how it is used to Differentiate: Depending on their interest on what they learned this week will determine what their idea will be. | | |

Literature



Judith Pauly

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| **Teacher Candidate: Judith Pauly** | **Date: 5/15/13**  **Course for which the Lesson is developed**: Language Arts |
| **Subject: Rainforest**  **Content Focus (Topic): Language Arts**  **Grade Level(s): 6th** | **Classroom Teacher: Ms. Pauly**  **Time allotted: 50 minutes** |

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics    Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the  high end of the range. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   The students should be able to read and comprehend they have read about the rainforest.  Students should be able to learn all vocabulary with the different level they are in (below level, on-level, and above level). | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   As a class we will go through a discussion together so they will understand the concept of the rainforest  The students will know the purpose and background of the rainforest. |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   Make sure I have covered the vocabulary in some shape or form, whether I’ve asked the students to find definitions in the dictionary or you've at least mentioned some of the concepts in class. For this activity it's not essential that everyone have a complete understanding of each term, but at least a few of the kids need to have some idea.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   The students will gain a better understanding of the rainforests, interaction between plants and animals, ecosystems, and how they are affected by the invention of humans.   1. **Instructional Sequence:** 2. Read the books *Ecosystems of the Rain Forests, People of the Amazon Rainforest* and *The Battle Over Rainforest Land* by I. J Spackman, Peggy Kendler, and Sarah Bright. Discuss what happened to the rainforest including the people and animals. 3. Ask students what their understanding is of the rainforest 4. Ask students what familiar vocabulary they have come across through their readings. 5. Ask students what unfamiliar vocabulary they have come across through their reading and go back to the excerpts and find context clues and write their definitions. 6. After class discussion, have students write a paragraph stating what they would do to slow down or stop the deforestation of the rainforests. What they would do to re-forest some of the deforested areas? 7. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   I will walk around the classroom and observe all the students reading and see who is having trouble with vocabulary or understanding the reading.   1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   The students have read and comprehended the materials that were further discussed in class and now understand the vocabulary that was used in the books read. They have also developed better writing skills through discussion and completion of their paragraph and definitions written in class. | | |

**Lesson Plan Details**

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| **Instructional Materials:**  *Ecosystems of the Rain Forests, People of the Amazon Rainforest* and *The Battle Over Rainforest Land* by I. J Spackman, Peggy Kendler, and Sarah Bright. | | |
| **Use of Technology:**  None | | |
| **Safety in the Physical Environment:**  The students will be seating in their desks so they would not be harmed or physically hurt in any way. | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**   * Deforestation * Indigenous * Nomadic * Tropics * Industrial * Recycle * Erosion * Basin * Exported * Exploit | **Explain how the Academic Language is scaffolded in the Lesson**   * Above level: Erosion, Basin, Indigenous, Nomadic * On level- Exported, Exploit, Deforestation * Below level- Recycle, Tropics, Industrial | **Describe the Evidence that Students know and use Academic Language appropriately:**  They have written the definitions and they have discussed them. |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):**  **Formative:**  **Reflective:** The students have read several books about the rainforest and have gone through, any vocabulary words and were able to write a paragraph on what they have learned and what they can do to save the rainforest.  **Summative:** | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content  ~~Process~~ ~~Product~~**  **Explain how it is Differentiated:**  The objectives in the lesson was to learn vocabulary and comprehend the materials in class | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness ~~Student Interest Student Learning Profile~~**  **Explain how it is used to Differentiate:**  With this lesson being completed the way it was, the students are now ready to go on to learn more about the rainforest in more depth. | | |

**Analyzing Teaching (Reflection):**

If you could teach this lesson to the same group of students again, what are **two or three things you would do differently** to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment.

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| **Clearly state *each change* you would make**. | **Explain *why and how* you would change it.** | **Explain the *difference it would make in student learning.* Give evidence from your experience in teaching the lesson.** |
| I would like if the students with the above level skills helped the other students that need help in class. | It would give the below level students a chance to be a part of a big discussion while being able to understand everything. | It will give everyone a better chance to really understand the lesson as a class. |
| I would pair up a below level student with an above level student while they do the assessment and vice versa. | This would help all the students better understand the lesson and be able to socialize better with all the students. | The students will get to talk to each other more often and be better to socialize as a class. |
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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization,  and style are appropriate to task, purpose, and audience. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Students will be able to explain why the rain forest is in danger.  Students will do various activities to help others become aware of the importance of saving the rain forest. | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   From the last lesson the students have learned many aspects of the rainforest and have also done an assignment that helped them with their writing skills.  The students also know way they can do to help the rainforest. |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   Make sure we go over we have learned about the rainforest from the previous lesson and every student should be able to engaged in the discussion.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   This lesson is designed to have the students become aware of the importance of saving the rain forest. Also, the rainforest is very important to our environment and understanding why it is important can alert others about how it can be protected.   1. **Instructional Sequence:**  * The students will go back to read their books about the rainforest so they could get their ideas together as to how they can save the rainforest. * Students will then get into four groups at most and they need to write down their ideas that they would send to the government. * Explain that we are going to write a letter to our government to help save the rain forest. * Students can design the front of their letters by drawing pictures of trees, animals, or something else that represents the rain forest. * They will then write their messages. They could write it from their own perspective or from the perspective of a tree or animal in the rain forest. * Have students share their letters with the class. * Mail them to the government.  1. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   I will make sure I am walking around the class to see if everyone is participating in the activity and answering any questions or concerns the students may have.   1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   Students will be able to use ideas learned from the rain forest unit to write a post card to our senator. They will be able to tell their senator how and why we can save the rain forest. | | |
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**Lesson Plan Details**

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| **Instructional Materials:**  Books *Ecosystems of the Rain Forests, People of the Amazon Rainforest* and *The Battle Over Rainforest Land* by I. J Spackman, Peggy Kendler, and Sarah Bright.  Blank letter templates  Pencils  Markers and crayons  Address of the governor | | |
| **Use of Technology:** None | | |
| **Safety in the Physical Environment:**  The students will be seating in their desks so they would not be harmed or physically hurt in any way. | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  None were listed because they have already learned everything they were supposed to in class. | **Explain how the Academic Language is scaffolded in the Lesson**  N/A | **Describe the Evidence that Students know and use Academic Language appropriately:**  N/A |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):**  **Formative:**  **Reflective:**  **Summative:** The students have summarized everything they have learned about the rainforest so they writing a letter to the government to save the rainforest. | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: ~~Content Process~~ Product**  **Explain how it is Differentiated:**  The end product of this lesson is important because it shows the result what we have learned throughout the past two days. | | |
| **Identify the Student Characteristic that you will use to Differentiate: ~~Student Readiness~~ Student Interest  ~~Student Learning Profile~~**  **Explain how it is used to Differentiate:**  If a student liked this assignment then they could take it to a whole other level and continue to write letters or actually going out to help the rainforest. This is all to see if the students are interested enough to go further. | | |

**Analyzing Teaching (Reflection):**

If you could teach this lesson to the same group of students again, what are **two or three things you would do differently** to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment.

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| **Clearly state *each change* you would make**. | **Explain *why and how* you would change it.** | **Explain the *difference it would make in student learning.* Give evidence from your experience in teaching the lesson.** |
| I would make everyone read their letters to their families so the families know what they are learning or doing in class. | Families need to always stay in tuned with the students and what they are doing in class. | Everyone will be happier because everyone will know what is going and maybe the families will want to participate. |
| I would make them write more letters in class so they can better their writing skills. | I would have a daily journal for all the students to write in and it could be about anything. | Students will be having the freedom to write whatever they want and will feel more comfortable in their writing skills. |

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Students will be able to identify animals that live in the rainforest  Students will learn the importance of the rainforest. | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Students will be able to state reason that the rainforest is important to us.  Students will correctly identify the animals. |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   Since students already have a background and have a concept of the rainforest they should be able to easily understand the concept of it as well.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   Read and discuss the Great Kapok Tree to learn about the importance of the rainforest.   1. **Instructional Sequence:** 2. Anticipatory Set- Play Tropical Rainforest music as the students begin reading. 3. Read The Great Kapok Tree by Lynne Cherry. 4. On a flip chart or chalkboard, ask for volunteers to name all the speaking animals in the book and list. 5. Then list each of the reasons the animals gave for not cutting down the tree. Discuss. 6. Students will choose one of the reasons and write how this would impact their lives. For example, if there are no trees there would be no oxygen. How does this affect us? Share responses. 7. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   I would keep the discussion interesting and engaging to keep the students interested on the subject. I would also answer any questions if students feel behind or are unsure if they are doing the assignment correctly.   1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   The students have learned the importance of the rainforest by also identifying the animals. | | |

**Lesson Plan Details**

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| **Instructional Materials:**   * CD or cassette of tropical rainforest music * Literature book: The Great Kapok Tree * Journal paper | | |
| **Use of Technology:**  None | | |
| **Safety in the Physical Environment:**  The students will be seating in their desks so they would not be harmed or physically hurt in any way. | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Kapok Tree | **Explain how the Academic Language is scaffolded in the Lesson**  Kapok Tree- at level | **Describe the Evidence that Students know and use Academic Language appropriately:**  They have read the book |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):**  **Formative:**  **Reflective:** After reading the book the students should be able to reflect back on it to identify the animals and have reasons how the rainforest is important to us all.  **Summative:** | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: ~~Content Process~~ Product**  **Explain how it is Differentiated:**  If they haven’t read the book then the students would not understand what makes the rainforest important and that is the most important part of this lesson. | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness ~~Student Interest Student Learning Profile~~**  **Explain how it is used to Differentiate:**  I am giving them more information why the rainforest is so important and why they must learn this in the lesson. | | |

**Analyzing Teaching (Reflection):**

If you could teach this lesson to the same group of students again, what are **two or three things you would do differently** to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment.

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| **Clearly state *each change* you would make**. | **Explain *why and how* you would change it.** | **Explain the *difference it would make in student learning.* Give evidence from your experience in teaching the lesson.** |
| I would’ve had the students make a skit or presentation on how the rainforest is important to us. | This would help the students with their verbal skills and be able to work as team. | Students always work better as a team and cooperative learning is great for them too. |
| If the students presented something in front of the class I would have each one group get a prize from a prize box. | Every student likes a reward on what they’ve done so why not pick from a prize box. | The students then would enjoy getting up in front of class. |

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  Analyze cause-and-effect relationships, bearing in mind multiple causation, including a) the importance of the individual in history; b) the influence of ideas, human interests, and beliefs; and c) the role of chance, the accidental, and the irrational.  Draw comparisons across eras and regions in order to define enduring issues, as well as large-scale or long-term developments that transcend regional or temporal boundaries. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Students will be able to:   * Discuss the impact of environmental change on people and culture * Create musical instruments that reflect cultural influences * Understand and apply musical concepts * Search and evaluate Internet resources * Collect and organize resources into meaningful presentation | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.** * The students have discussed the impact of the environmental change on the people and culture. * The students have understood and applied musical concepts. * They have collected enough resources to create their own presentation. |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   "Voices of the Forest" tells about the Baka, an indigenous people who live in central Africa's tropical rain forest of southeastern Cameroon. Their culture is defined by the thousands of years the Baka spent living in the rain forest and is threatened by their relocation to small villages at the edge of the forest.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   The rain forest provides an exciting backdrop for examining cultural and environmental issues. In this lesson students will explore video and Internet resources, enhancing their knowledge of the rain forest and the people who call it home. Through the music of the Baka students will gain an understanding of music as a reflection of culture and environment.   1. **Instructional Sequence:** 2. They will create their own meaning through the creation of musical instruments, and the development of multimedia and digital presentations that focus on the future of the Baka, their music, and the rainforest. 3. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   I will help them with their musical instruments and keep them focus while they are searching on the internet.   1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   After the students have watched the video of the Baka people, they should have a better understanding about the environment they in and what they do as a culture. So as a whole class they should be able to reflect upon they watched and be able create music like the Baka people did. | | |

**Lesson Plan Details**

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| **Instructional Materials:** Computers, paper plates, paper towel tubes, rice, beans, noodles, tape and glue | | |
| * **Use of Technology:** If a computer lab is available, have students work in pairs (or no more than three students per computer.) * If access is limited to a few computers, have student pairs rotate time on the computer over a few class periods to accommodate the entire class. Make non-digital resources, either printed from text based Web sites or materials from libraries or museum, available for off computer activity. * If only one computer is available, use a large screen monitor or LCD projector for whole class display of Web based resources and also provide non-digital materials. Be sure that audio output is available on the monitor or projector to be able listen to musical selections.   When using media, provide students with a **focus for media interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites or other multimedia elements. | | |
| **Safety in the Physical Environment:**  The students will be seating in their desks and a computer lab so they would not be harmed or physically hurt in any way. | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Baka | **Explain how the Academic Language is scaffolded in the Lesson**  Baka- at level | **Describe the Evidence that Students know and use Academic Language appropriately:**  The Baka people were mentioned in the video so the students will quickly understand who the Baka people were. |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):**  **Formative:**  **Reflective:**  After the students have watched the video of the Baka people, they should have a better understanding about the environment they in and what they do as a culture. So as a whole class they should be able to reflect upon they watched and be able create music like the Baka people did.  **Summative:** | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated:  ~~Content~~ Process ~~Product~~**  **Explain how it is Differentiated:**  Besides just watching the video, the students should reflect upon what they have watched and be able to put themselves the Baka peoples shoes. | | |
| **Identify the Student Characteristic that you will use to Differentiate: ~~Student Readiness Student Interest~~ Student Learning Profile**  **Explain how it is used to Differentiate:**  The students have had discussions about therainforest and now are able to have a visual so they a different way of learning. | | |

**Analyzing Teaching (Reflection):**

If you could teach this lesson to the same group of students again, what are **two or three things you would do differently** to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment.

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| **Clearly state *each change* you would make**. | **Explain *why and how* you would change it.** | **Explain the *difference it would make in student learning.* Give evidence from your experience in teaching the lesson.** |
| I would like if students brought their own things from home so they could make their instruments. | They could be even more creative their things from home. | It will encourage imagination and the students will have a lot of fun doing it. |
| I would like to see a performance by the students with the music. | With all their instruments, I would let them play around in class so they could have fun and enjoy the rainforest music. | Students need to learn and have fun at the same time. |

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in  groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing  their own clearly. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.** * Students will identify products made with materials that originate in the world's rainforests. * Students will identify the rainforest products they have used and choose which 5 products are the most important to them. * Students will work with a partner to compare and contrast their choices. (THINK, PAIR, SHARE: Cooperative learning construct) * Students will choose 2-3 of their most important rainforest products and do research to evaluate whether or not their products have been harvested in a sustainable manner from the Rainforest. | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Every student will identify every product in class and choose which ones are their favorites.  They will also share with other students what they have thought about and the students will be evaluated by their research. |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   Get the students thinking by telling that the rainforests of the world are a tremendous resource for many of the world's people, including Americans. Many of the things we buy at the store and use every day like fruits, vegetables, ingredients for medicines, and construction materials come from the rainforest.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   Explain to students that using materials that are from the rainforest is not necessarily a bad thing. The most important thing is the manner in which humans harvest products from the rainforest. Use "oranges" as an example.   1. **Instructional Sequence:** 2. Distribute several handfuls of nuts around the classroom. 3. Ask students if they know where "nuts" come from. (Do they grow underground, on trees, in the water, etc?) Have they ever seen or tasted this particular nut? 4. Inform students that this nut is called a Brazil nut. 5. Ask students to listen for the mention of the Brazil nut, and play the video clip. 6. After video, compare student responses about the growth and origin of this type of nut. 7. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**  * Direct students to identify the five products that are most important to them. (THINK) * Have students work in pairs (PAIR) to compare and contrast their choices. * Which are the same, which are different? (SHARE).  1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   Going on further with the rainforest and the products that grow there, For homework, ask students narrow their list even further to 2 or 3 of the products that they chose as being most important to them. Ask them to research those products to find out 1) if their product is harvested from the Amazon, 2) if it is done in a sustainable manner, and 3) if not, how they could change their shopping behavior in favor of a product that is made in a sustainable way. | | |

**Lesson Plan Details**

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| **Instructional Materials:**   * Copies of "Products from the Rainforest" handout [this is a downloadable document in Microsoft Word format] * Handful of Brazil nuts * Colored push pins for locating and marking several of the world's rainforests * World map in the classroom | | |
| **Use of Technology:** None | | |
| **Safety in the Physical Environment:** The students will be seating in their desks so they would not be harmed or physically hurt in any way. | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  THINK, PAIR, SHARE: (Cooperative learning construct) | **Explain how the Academic Language is scaffolded in the Lesson**  Think, Pair, Share: At level | **Describe the Evidence that Students know and use Academic Language appropriately:**  A way they will be doing their assessment in class. |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):**  **Formative:**  **Reflective:** After the lesson, the students will have a great idea as to what grows in the rainforest and how we use them in our everyday life. They can now reflect on what they have learned and share with students what products they liked or like research to learn more about.  **Summative:** | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: ~~Content Process~~ Product**  **Explain how it is Differentiated:**  Having to see what they come up with on their homework will be the most important part of the whole lesson because it will show if they paid attention in class and see if they did their research properly. | | |
| **Identify the Student Characteristic that you will use to Differentiate: ~~Student Readiness~~ Student Interest Student Learning Profile**  **Explain how it is used to Differentiate:**  The students will have to pick 2-3 materials they think are the most interesting to them and they should be able to evaluate them. | | |

**Analyzing Teaching (Reflection):**

If you could teach this lesson to the same group of students again, what are **two or three things you would do differently** to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment.

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| **Clearly state *each change* you would make**. | **Explain *why and how* you would change it.** | **Explain the *difference it would make in student learning.* Give evidence from your experience in teaching the lesson.** |
| I could’ve made students to find materials at their house and bring them to school. | Get the students more involved by searching through their home for products. | What you learn in school just doesn’t stay in school, you can also learn from your home or everyday life. |
| I could’ve made students talk to their parents about what they have learned about the products and teach their parents. | The parents will have to write a message back telling me what they learned from their student. | Making students and parents more involved makes everyone happy. |

Mathematics



Courtney Moran

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| **Teacher Candidate: Courtney Moran** | **Date: May 2013**  **Course for which the Lesson is developed**: Middle School Assumptions and Curriculum |
| **Subject: Mathematics**  **Content Focus (Topic): Rainforest- Ratios and Proportions**  **Grade Level(s): 6th Grade** | **Classroom Teacher:**  **Time allotted: 45** |

**Lesson 1 Title-Tropical Fruits**

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  **6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”*  **6.RP.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.  **a**) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.  **c**) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Students will explore concepts of ratios and proportions using manipulatives, tables, and graphs.  Students will sort through “fruit” and use ratios to compare one type with the entire set of fruit.  Students will create a table and graph to represent data in terms of ratios. | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Pre-Assessment-discussion of what ratios and proportions are, have students write responses on the board.  Informal-Teacher observation of work with manipulatives (runts)  Formal-Table and graph of ratios of different types of fruits. |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   Ask the students what ratios and proportions are. Have them write one to five word responses on the board.  Tell the students that over the next few days they will be journeying through the rainforest and the only way they can be successful is through their knowledge of ratios and proportions because it is going to help them eat, build shelter, work, and explore the area around them.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   The purpose of this individual lesson is to introduce the unit, give an introduction to ratios and proportions, and have them use objects to explore using ratios and proportions.   1. **Instructional Sequence:** 2. Explain what ratios and proportions are to the students. This should be a review to them. 3. Pass out a worksheet for them to complete. 4. Go over the answers as a class and see how the students did. Use that to determine if there needs to be further instruction. 5. Have the students get into groups of four. 6. Pass out worksheets with Table and empty circle—this will be used for the next part of the lesson. 7. Pass out fun-sized Runts. 8. Have students count how many of each type of fruit they have all together in their group and write that on their table. 9. Have the students use their data to compare fruits using ratios 10. Have them graph their data making a pie graph—use the blank circle on the worksheet. 11. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   Teacher will monitor student engagement by walking around the room while they work on their worksheets and fruit activity. Be sure they are filling out their data and analyzing the different ratios. Finally, collect their work at the end of class.   1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)** 2. Have each group share their data with the entire class. 3. Let kids eat their candy. 4. Have the students pair and share how ratios and proportions were used in today’s activity. | | |
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**Lesson Plan Details**

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| **Instructional Materials:**  **Worksheets (2)**  **Runt**  **Markers**  **Dry erase board** | | |
| **Use of Technology:**  **None** | | |
| **Safety in the Physical Environment:**  **Check for allergies before passing out candy**  **Have students use hand sanitizer before eating candy** | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Ratios  Proportions  Pie graph | **Explain how the Academic Language is scaffolded in the Lesson**  Ratios and proportions are discussed in the pre-assessment and the teacher will explain them and then give activities to assess understanding allow practice.  Pie graph is done in activity**.** | **Describe the Evidence that Students know and use Academic Language appropriately:**  Pair and share-students explain how they know content.  Worksheets put Academic Language and content to practice. |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):** Discussion of ratios and proportions  **Formative:** worksheets  **Reflective:** Pair and share  **Summative:** Turn in data work from class | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content Process Product**  **Explain how it is Differentiated:**  Small group work allows differentiation in content, process, and product because it allows for extra scaffolding. | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile**  **Explain how it is used to Differentiate:**  The pre-assessment and worksheet is used to determine student readiness and differentiate according to needs.  Student learning profile is differentiated through the process of different activities catering to multiple learning styles. | | |

**Lesson 2 Title- Exploring the Rainforest**

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  **7.RP.1** Compute unit rates associates with rations of fractions, including ratios of lengths, areas, and other quantities measured in like of different units. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Students will compute unit rates using ratios by completing a hiking map with their speed in increments.  Students will use individual markings on a map and determine the overall distance and time it takes to travel through the rainforest. | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Pre-Assessment-Problem as a class (walking to school)  Worksheet task  Pair and Share |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   Ask the students if anyone walks to school. Have someone share the distance and the time it takes them to walk to school. Put those numbers on the board and write in miles and hours (for example ¼ mile and ½ hour).  Have the students figure out the rate that the person is walking in their math notebooks.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   Today we will journey through the rainforest. We will be figuring out how long the journey takes, how many miles we are walking, and the rate at which we walk through each increment. We will be completing this on a worksheet that includes a labeled map. The purpose of this assignment is to learn about computing unit rates using ratios.   1. **Instructional Sequence:** 2. Distribute the map 3. Create a table-list the increment, the time, the distance, and the rate in the top columns. 4. Have the students work individually to calculate the rates of the increments on the map. 5. Have them calculate the total time and distance traveled. 6. If they finish early have them figure out the ratio of the individual increments compared to the overall hike. 7. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   The teacher will walk around the room and observe work. They will be sure that the students are doing the correct math to complete the process and they will help where it is needed.   1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   Have all the students share with a group of 4 the journey that they went on and how they found their walking rates. | | |

**Lesson Plan Details**

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| **Instructional Materials:**  Worksheet  Calculator  Pencil  Math notebook | | |
| **Use of Technology:**  Play a slide show of rainforest pictures on projector while students are working. | | |
| **Safety in the Physical Environment:**  NA | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Ratio  Rate | **Explain how the Academic Language is scaffolded in the Lesson**  These are scaffolded through instruction in the beginning of class and help during the task. | **Describe the Evidence that Students know and use Academic Language appropriately:**  Their work on their completed worksheets |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):**  Class problem about walking to school  **Formative:**  Individual work and observation of teacher throughout task  **Reflective:**  Sharing their process with peers during closure  **Summative:**  Final product of worksheet | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content Process Product**  **Explain how it is Differentiated:**  Product, process, and content are differentiated by having extra task ready for advanced students. Allow them to finish at home if they do not complete it in class. | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile**  **Explain how it is used to Differentiate:**  Student readiness is differentiated through help of teacher during work on the task. | | |

**Lesson 3 Title- Scale Drawings**

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  7.G.1Solve problems involving scale drawing of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing in a different scale | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   The student will compute the size of a rainforest in terms of distance by looking at a scale drawing.  The student will create a new scale drawing of a rainforest by using their calculated distances. | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Pre-Assessment scale drawing of desk  Calculations of scale drawing  New scale drawing |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   Have the students create a scale drawing of their desk on a piece of paper. Give them yard sticks, paper, and a pencil to figure out how to do their drawing and have them label the unit proportions.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   We will be creating a scale drawing of the rainforest. First we will look at a current scale drawing, then we will compute the actual distances, and finally, we will create our own scale drawing using different proportions.   1. **Instructional Sequence:** 2. Each group will receive a different map of a rainforest with a scale written on it. 3. The students will compute the different distances on their map by using their scale. 4. They will write the ratio of the scale drawing in proportion to the actual drawing under their computations 5. The students will then create a new map with a new scale (larger). 6. They will draw their new map on a poster paper, create a different proportional scale 7. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   The teacher will walk around the room and monitor work. They will answer any questions that the students have and offer assistance. They will have a formal assessment of engagement and learning once the scale drawings and computations are turned in.   1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   The students will hang up their new scale drawings and do a walk through-looking at all of the new maps in the room. | | |

**Lesson Plan Details**

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| **Instructional Materials:**  Maps  Pencil  Calculator  Notebook/paper  Poster paper  Yard stick | | |
| **Use of Technology:**  calculators | | |
| **Safety in the Physical Environment:**  NA | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Scale | **Explain how the Academic Language is scaffolded in the Lesson**  Scaffolded through pre-assessment and help during activity. | **Describe the Evidence that Students know and use Academic Language appropriately:**  Evidence shown through informal and formal assessment-completion of work. |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):**  Scale drawing of desk  **Formative:**  Calculations/drawing  **Reflective:**  Walk through  **Summative:**  Final drawings | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content Process Product**  **Explain how it is Differentiated:**  Content and product are differentiated in the scale that the student decides to draw in. Some may use more difficult scales than others.  Process is differentiated through extra teacher attention during independent work. | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile**  **Explain how it is used to Differentiate:**  Student readiness is assessed during pre-assessment and will be differentiated through extra assistance in activity. | | |

**Lesson 4 Title- Moving to the Rainforest**

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  7.G.1Solve problems involving scale drawing of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing in a different scale | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Students will create a blue print of their house that they will be building in the rainforest and label scale to actual size.  Students will build a model of their house using cardstock. | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Pre-Assessment-Create a scale for your future home.  Create a blue print of your future home  Create a model of your future home |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   Ask the students to imagine that they need to build a new home in the rainforest. They can use any materials that they would like but they have to have a floor plan and design planned out. Have them create a scale for their floor plan and use ratios to describe the proportionality to a life-size home.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   The purpose of this lesson is to challenge students to use ratios and proportions within building. They will create a scale model of a future home they will be building for themselves in the rainforest.   1. **Instructional Sequence:** 2. Draw a scale floor plan of your home. Label the scale at the bottom and create all of the rooms within the home. Include major furniture like bed, TV, dressers, kitchen table, etc. 3. Have drawing approved by teacher 4. Grab cardstock and tape and create scale model by measuring parts of the house. Start with the structure of the outside of the home. Leave the top open and include the walls to the rooms in the house if you have additional time. \*\*Be sure to leave measurements labeled on model and write the scale on the model. 5. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   The teacher will walk around the room and help students create their floor plan and help with measuring for model. Approve all floor plans before allowing them to continue with their model to be sure that there is enough detail included in their floor plans.   1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   Have the students present their model homes to small groups and share what they learned about using ratios and proportions in building | | |

**Lesson Plan Details**

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| **Instructional Materials:**  Ruler/yardstick/tape measure  Paper  Card stock  Calculator  Tape  Scissors | | |
| **Use of Technology:**  Calculator | | |
| **Safety in the Physical Environment:**  Be careful with scissors when cutting cardstock for model | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Scale  Model | **Explain how the Academic Language is scaffolded in the Lesson**  Both will be scaffolded through independent work and teacher guidance. | **Describe the Evidence that Students know and use Academic Language appropriately:**  Evidence will be completion of task. |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):**  Creating a Scale for the home  **Formative:**  Floor plan  **Reflective:**  Group-share  **Summative:**  Final model of home | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content Process Product**  **Explain how it is Differentiated:**  Content and product are differentiated through assistance of teacher.  Process is differentiated through student production. Projects can be as intricate as they want them to be. | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile**  **Explain how it is used to Differentiate:**  Student readiness is differentiated by teacher assistance in project  Student interest is differentiated by how the student completes the assignment. | | |

**Lesson 5 Title-Working in the Rainforest**

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| --- | --- | --- |
| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should have a corresponding objective.**  **7.RP.3.**Use Proportional relationships to solve multi-step ratio and percent problems.  **7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   The student will demonstrate understanding of commission and percent mark-up through word problems.  The student will create and solve real world word problems about working in the rain forest | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Pre-Assessment-Word problem on the board  word problems written on the board in small groups  Create and solve word problems |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   Write a word problem on the board and have students tell you the steps to follow to complete the problem.  “After a 20% discount from an over the phone order, the price of a WalMart shipment is $140. What was the price before the discount?”   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   The purpose of this lesson is to get students to learn how to use ratios and proportions to solve real world problems dealing with finances.   1. **Instructional Sequence:** 2. Give sample problems on the board and have the students work in pairs to solve them. One sample problem “If you make $25/hour doing rainforest research and receive a 10% raise, how much more are you making in an hour? Write your answer in a dollar form and a fraction form. (1/10 more and $2.50 more/ hour) 3. Have the students create two work word problems with answers on another piece of paper 4. Have them give their problems to their partner to complete. 5. Grade each other’s work 6. Turn in responses 7. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   Walk around the room and be sure there is active student engagement. Listen to some of the questions being asked by students and help write challenging questions.   1. **Closure: (Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   Have pairs choose one of the written problems and write it on poster paper with the response. Post it in the front of the room and share it with the class. Reflect on what they learned about using ratios and proportions in the work world and have them write their reflection in their math journal | | |

**Lesson Plan Details**

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| **Instructional Materials:**  **Calculator**  **Paper**  **Whiteboard**  **Markers**  **Poster paper** | | |
| **Use of Technology:**  **calculators** | | |
| **Safety in the Physical Environment:**  **NA** | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Percent Increase/Raise | **Explain how the Academic Language is scaffolded in the Lesson**  Step by step problems with teacher assistance | **Describe the Evidence that Students know and use Academic Language appropriately:**  Completion of work in notebook/on poster paper |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**    **Diagnostic (Pre-):**  Class word problem  **Formative:**  Paired word problems  **Reflective:**  Journal Reflection  **Summative:**  Created word problems and Poster problem | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content Process Product**  **Explain how it is Differentiated:**  Content-created word problems can be of any level  Process-Work in pairs of teacher assistance  Product-Completion of word problems | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile**  **Explain how it is used to Differentiate:**  Student readiness-Extra group work if not ready | | |

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Ratios and Proportions

Lesson One

**Write each ratio in three ways. Write your answer in simplest form.**

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| |  |  | | --- | --- | | 1. | http://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape4.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape4.gif all figures to squares | | |  |  | | --- | --- | | 2. | http://www.edhelperclipart.com/clipart/geom/ratioshape3.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape3.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape4.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape4.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape4.gif all figures to triangles | |
| |  |  | | --- | --- | | 3. | http://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape3.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape3.gif triangles to circles | | |  |  | | --- | --- | | 4. | http://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape0.gifhttp://www.edhelperclipart.com/clipart/geom/ratioshape4.gif square to total | |

**Write each ratio in three ways. Write your answer in simplest form.**

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| --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | 5. | 9 black marbles, 8 blue marbles, 14 brown marbles, and 7 gray marbles  ratio of gray marbles to all the marbles | | |  |  | | --- | --- | | 6. | 8 black marbles, 6 blue marbles, and 15 brown marbles  ratio of blue marbles to brown marbles | |
| |  |  | | --- | --- | | 7. | 15 black marbles and 2 blue marbles  ratio of blue marbles to black marbles | | |  |  | | --- | --- | | 8. | 8 black marbles, 17 blue marbles, 7 brown marbles, and 14 green marbles  ratio of black marbles to brown marbles | |

**State whether the ratios are proportional. Write *yes* or *no*.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 9. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 20 http://www.edhelperclipart.com/clipart/fractdiv2.gif 21 | | = | |  | | --- | | 7 http://www.edhelperclipart.com/clipart/fractdiv1.gif 8 | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 10. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 40 http://www.edhelperclipart.com/clipart/fractdiv2.gif 8 | | = | |  | | --- | | 1 http://www.edhelperclipart.com/clipart/fractdiv1.gif 5 | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 11. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 6 http://www.edhelperclipart.com/clipart/fractdiv1.gif 5 | | = | |  | | --- | | 3 http://www.edhelperclipart.com/clipart/fractdiv2.gif 10 | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 12. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 44 http://www.edhelperclipart.com/clipart/fractdiv2.gif 11 | | = | |  | | --- | | 4 http://www.edhelperclipart.com/clipart/fractdiv1.gif 5 | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 13. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 26 http://www.edhelperclipart.com/clipart/fractdiv2.gif 39 | | = | |  | | --- | | 37 http://www.edhelperclipart.com/clipart/fractdiv2.gif 42 | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 14. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 45 http://www.edhelperclipart.com/clipart/fractdiv2.gif 45 | | = | |  | | --- | | 31 http://www.edhelperclipart.com/clipart/fractdiv2.gif 31 | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 15. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 3 http://www.edhelperclipart.com/clipart/fractdiv2.gif 11 | | = | |  | | --- | | 12 http://www.edhelperclipart.com/clipart/fractdiv2.gif 44 | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 16. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 30 http://www.edhelperclipart.com/clipart/fractdiv2.gif 20 | | = | |  | | --- | | 27 http://www.edhelperclipart.com/clipart/fractdiv2.gif 18 | | | |

**State whether the ratios are proportional. Write *yes* or *no*.**

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 17. | |  |  |  | | --- | --- | --- | | 24:14 | , | 29:19 | |  |  |  | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 18. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 9 http://www.edhelperclipart.com/clipart/fractdiv1.gif 4 | | = | |  | | --- | | 6 http://www.edhelperclipart.com/clipart/fractdiv2.gif 24 | | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 19. | |  |  |  | | --- | --- | --- | | 2 to 1 | , | 18 to 9 | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 20. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 4 http://www.edhelperclipart.com/clipart/fractdiv1.gif 5 | | = | |  | | --- | | 36 http://www.edhelperclipart.com/clipart/fractdiv2.gif 45 | | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 21. | |  |  |  | | --- | --- | --- | | 9 to 16 | , | 5 to 12 | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 22. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | 18 http://www.edhelperclipart.com/clipart/fractdiv2.gif 20 | | = | |  | | --- | | 45 http://www.edhelperclipart.com/clipart/fractdiv2.gif 50 | | | |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fruit Lab Activity

Lesson One

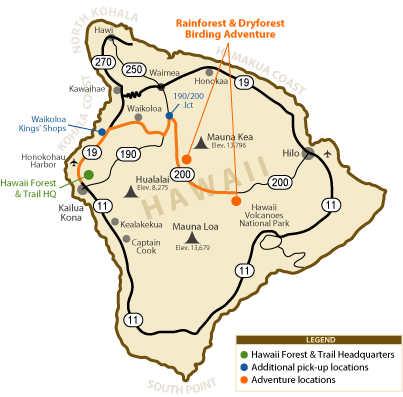
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Banana (Yellow) | Sweet Orange (orange) | Papaya  (Red) | Mango  (Pink) | Grape  (Purple) | Guava  (Green) | Total |
| How Many?? |  |  |  |  |  |  |  |
| Ratio (Fraction Form)  Fruit/total |  |  |  |  |  |  |  |
| Ratio word form |  |  |  |  |  |  |  |
| Percentage |  |  |  |  |  |  |  |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hiking Map

Lesson Two

Use the map below to find the total distance and total time it took you to complete your hike around the rainforest. Also calculate the speed you walked in each segment of your journey. For example, if a person walks ½ mile in each ¼ hour, compute the unite rate as the complex fraction ½/¼ miles per hour, which is 2 miles per hour.



1. 3/4 miles in 1 ¼ hours
2. 3 3/4 miles in 2 ½ hours
3. 7 miles in 4.5 hours
4. 3.5 miles in 1 ¾ hours
5. 5 miles in 2.5 hours
6. 3/4 miles in 1/2hours
7. 8 miles in 3.5 hours
8. 6 miles in 3 hours

Start/Finish

Fine Arts



Maralyse Bedroske

|  |  |
| --- | --- |
| **Teacher Candidate: Maralyse Bedroske** | **Date: May 15, 2013**  **Course for which the Lesson is developed**: EDU 4500 |
| **Subject: Art**  **Content** (Topic): Rainforest  **Grade Level(s): 6th** | **Classroom Teacher: Prof. Photopulos**  **Time allotted: 45 Mins** |

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective.**  26.B.3dVisual arts: Demonstrate knowledge and skills to create 2-and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative  27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.  27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Students create a 3D work of art inspired by the rainforests  Students will show how nature is an important part in the rainforest culture  Students will use what they learned in other classes about indigenous tribes to recreate tribal masks  Students will compare their works of art to real pictures of the rainforest | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Art rubric:  students must show that their work is complete  Students will include real nature in their artwork  students will recreate an accurate portrayal of indigenous tribal wear  Students will compare their works to actual pictured of the rainforest and tribal masks |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   I will ask the students to tell me facts about what they learned about the rainforest so far in all of their other classes. I will tell them that they will be creating pieces of art that reflect that knowledge. The have a choice between creating a 3D piece or a mask that an indigenous tribe might wear during a ceremony.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   The purpose of this lesson is to put all the facts that they learned about the rainforest into a visual representation. They will be focusing on the influence of nature in tribal culture. They will self-reflect on their creations and decide if it was an accurate representation.   1. **Instructional Sequence:**   1.I will tell the students they are to create a work of art reflecting the culture of the rainforest.  2. They will have a choice between two projects: A mask or a 3D portrayal of the rainforest  3. I will tell the students they are allowed to use nature to create their 3D representation  4. I will show them where the nature is that I collected earlier  5. They are encouraged to be creative and they may include animals, trees, fruit, or all of the above in their creations  6. For the students who are recreating masks, I will tell them to use paints to fashion their masks  7. They will be looking at pictures of real indigenous-made masks to inspire them  8. These students are also encouraged to be creative and may stray from the “indigenous” mask as long as they keep the themes and colors based off the rainforest  9. The students will be sent off to work quietly while rainforest meditation music is playing   1. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   I will be walking around to see that the students are staying on track and being focused on their own piece of artwork. This lesson is really hands on which gives the students the ability to take charge of their own progression, but I will be making sure they keep working on their individual pieces.   1. **Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   The purpose of this lesson is to put all the facts that they learned about the rainforest into a visual representation. They will be focusing on the influence of nature in tribal culture. They will self-reflect on their creations and decide if it was an accurate representation of the rainforest in it's entirety. | | |

**Lesson Plan Details**

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| **Instructional Materials:**  twigs, leaves, flower pedals, paper, scissors, glue, paint, paintbrushes, markers, pictures, masks | | |
| **Use of Technology:**  Laptop with speakers | | |
| **Safety in the Physical Environment:**  I will go around making sure the students use scissors safely and use the natural materials only for their artwork. The classroom rules will be enforced | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  create, construct, compare, contrast | **Explain how the Academic Language is scaffolded in the Lesson**  The use of this language will be used and explained through my instructions | **Describe the Evidence that Students know and use Academic Language appropriately:**  I will know that the students have understood the academic language by how their artwork is completed |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**  **Formative: Exit Slip** | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content \*Process Product**  **Explain how it is Differentiated:**  The students work at their own skill level. Art allows a student to express their-selves. They are given an option in the beginning to create a 3D project or paint on a mask | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness \*Student Interest Student Learning Profile**  **Explain how it is used to Differentiate:**  The students will have shown an interest to the culture of the indigenous tribes of the rainforest. This lesson plan will play to their interests as they will be creating the living environment of those tribes or a ceremonial mask that a tribal member would wear. | | |

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| **Teacher Candidate: Maralyse Bedroske** | **Date: May 15, 2013**  **Course for which the Lesson is developed**: EDU 4500 |
| **Subject: Art**  **Content** (Topic): Rainforest  **Grade Level(s): 6th** | **Classroom Teacher: Prof. Photopulos**  **Time allotted: 45 mins** |

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| --- | --- | --- |
| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective.**  26.B.3dVisual arts: Demonstrate knowledge and skills to create 2-and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative  27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.  27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Analyze the animals of the rainforests.  Illustrate those animals using chalk pastels  Create/ illustrate a rainforest environment for their animal to live in | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Art rubric  Animals are drawn with all features  Students make an accurate portrayal of the rainforest background |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   I will ask the students to list off some of the animals they learned about that live in the rainforest. I will ask them which animals they think are the coolest.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   The purpose of this lesson is to create a rainforest animal with chalk pastels. They are to put in all the features they learned about the animal throughout their illustration.   1. **Instructional Sequence:** 2. I will provide three pictures of the animals the students have chosen up on the projector 3. Each student picks one animal to draw. 4. The students will draw(freehand) the outline of the animal and the rest of their illustration 5. The students are to create a background that would support their animal's living needs 6. They will outline the animal with black oil pastel first 7. The students will then fill in the animal with colored chalk. 8. When the students are satisfied with their drawing, they will complete their work by outlining in the black oil pastel again 9. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   Since I let the students pick what rainforest animals they draw, the students should stay interested with their art work. I will be walking around giving positive support and will be making suggestions if need be.   1. **Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   The purpose of this lesson is to create a rainforest animal with chalk pastels. They are to put in all the features they learned about the animal throughout their illustration. | | |

**Lesson Plan Details**

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| **Instructional Materials:**  white recycled paper, oil pastels, colored chalk, pencils, | | |
| **Use of Technology:**  projector, internet, digital pictures | | |
| **Safety in the Physical Environment:**  I will check for allergies to the equipment we are going to use and the classroom rules will be followed by the students | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  chalk pastels, oil pastels, living environment | **Explain how the Academic Language is scaffolded in the Lesson**  I will explain the equipment to the students and they will be using them(hands on) I will also remind the students what a living environment is and how it is animal specific | **Describe the Evidence that Students know and use Academic Language appropriately:**  The students' pictures will show they comprehend the proper living environment for their animal. They will be using the drawing equipment properly |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**  **Formative:** The students will participate in an active discussion about the animals the learned about previously, they will complete a piece of artwork on the spot  **Summative:** The students will take what they learned in other classes and include them in their artwork. | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: \*Content \*Process \*Product**  **Explain how it is Differentiated:**  Each student is able to pick one of three animals that they narrowed down by interest. Each animal will turn out differently because each student is at a different artistic level. The students will follow my steps but they can be creative. | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness \*Student Interest Student Learning Profile**  **Explain how it is used to Differentiate:**  The students will draw the animals that they are interested in. This lesson is student directed because they get to chose how to draw an animal but it is sharing with the theme of the rainforest. | | |

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| **Teacher Candidate: Maralyse Bedroske** | **Date: may 15, 2013**  **Course for which the Lesson is developed**: EDU 4500 |
| **Subject: Music**  **Content** (Topic): Rainforest  **Grade Level(s): 6th** | **Classroom Teacher: Prof. Photopulos**  **Time allotted: 45 mins** |

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective.**  26.B.3c Music: Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.  26.A.3d Music: Read and interpret traditional music notation in a varied repertoire.  27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Students are expected to recreate a thunder storm only using body percussion.  Students are to relate the thunder storm to the rainforest.  Students will put in order the sequences of a thunderstorm in a comprehensive piece. | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   An ending performance will be presented at the end of class.  -the performance will include body percussion  -the class needs to work as a unit  -The end result will sound like a thunderstorm |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   I will tell the students that by the end of the class period, we will have experienced a thunderstorm. No, I cannot forecast the weather; but I can recreate a thunderstorm using body percussion. We all need to work together and think of the sounds of a rainforest storm.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   The purpose of this lesson is to recreate a thunderstorm only using body percussion. At the end of the lesson, there will be a performance that will hopefully sound like the real deal.   1. **Instructional Sequence:** 2. Performers are directed to sit in a big circle. 3. Create the sound of a rain storm using the floor. 4. Simulate how the wind picks up before a storm by making circular motions on the floor to sound like wind 5. Create the small drops of rain by striking the floor softly, then a little harder. 6. A leader shows everyone when to change actions and move the storm along by, first, changing their actions 7. The sounds should overlap 8. The next sound is the rain made with all the fingers on each hand hitting the floor quickly. 9. The last storm sound is made with the palm of each hand pounding on the ground very quickly 10. The rest of the storm is finished by doing the motions in reverse order. 11. I will conclude by showing the students how some high school students made a performance out of similar body percussion 12. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   I will make sure all the students are participating by encouraging them that without their involvement, the thunderstorm won't sound as good. If they produce a good sounding thunderstorm, I will give them a prize at the end of class to play with(rainstick).   1. **Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   **The purpose of this lesson is to recreate a thunderstorm only using body percussion. At the end of the lesson, there will be a performance that will hopefully sound like the real deal.** | | |

**Lesson Plan Details**

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| **Instructional Materials:**  rain stick, list pf steps in of the storm | | |
| **Use of Technology:**  YouTube video | | |
| **Safety in the Physical Environment:**  I will make sure the floor area is clear of anything that might hurt the students. The students will make sure they have room around them to do their actions without hurting the other students around them. | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Body Percussion, Sequence | **Explain how the Academic Language is scaffolded in the Lesson**  The students will learn what body percussion is when I explain the definition and they come up with examples. While doing the instructional steps, the students will understand the sequence of a thunderstorm and look at storms in a different perspective. | **Describe the Evidence that Students know and use Academic Language appropriately:**  By doing the class activity, the students will demonstrate body percussion movements and will accurately recreate a thunderstorm |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**  **Formative:** The class will be doing a very interactive activity which requires a high level of concentration and awareness and creativity. The class will also be filling out an exit slip answering why they thought body percussion was/was not an accurate representation of a thunderstorm. | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content \*Process \*Product**  **Explain how it is Differentiated:**  The students are allowed to use their creative abilities to create the thunderstorm they want to be. Each run through will be different because there will be a different leader each time through. Even though we are using the same actions each time, the storms will each be unique. | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness \*Student Interest \*Student Learning Profile**  **Explain how it is used to Differentiate:**  If the students are interested in the lesson, they will be able to all participate at an outstanding level and make the storm sound real. The movements are easy and simple. This lesson works well with audio, visual, kinesthetic, and nature based learners | | |

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| **Teacher Candidate: Maralyse Bedroske** | **Date: May 15, 2013**  **Course for which the Lesson is developed**: EDU 4500 |
| **Subject: Music**  **Content** (Topic): Rainforest  **Grade Level(s): 6th** | **Classroom Teacher: Prof. Photopulos**  **Time allotted: 45 mins** |

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective.**  26.B.3c Music: Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.  26.A.3d Music: Read and interpret traditional music notation in a varied repertoire.  27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   **1.**Examine the instruments used by the tribes in the tropical rainforest.  2. Explain how the music of the rainforest is influenced by nature.  3. Interpret the music made by the indigenous tribes in the rainforest.  4. Relate the indigenous music to the music they listen to on the radio. Compare and contrast similarities and differences.  5. Discuss how they feel about the cultural music: do they like it? Would they listen to it? | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Discussion rubric:  list of instruments  influences of nature  opinions about music |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   I will ask the students what they think the rainforest might sound like. After I get some discussion going, I will play a recording of music made that was inspired by the rainforest. I will get some discussion going concerning what they heard and if they thought it was similar to what they predicted.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   Students need to be aware that there are other kinds of music in the world. They should value the importance of music in all kinds of cultures. This lesson will expand their knowledge on different cultures and the musical traditions of those cultures. They will be assessed by answering questions based off the rubric on in-class research and class discussion   1. **Instructional Sequence:** 2. Tell students to listen to the music I have from a tropical rainforest. 3. I will ask for the students to describe what they heard 4. Ask why they think they heard the things they did (what was the inspiration behind the music) 5. Show students pictures of the instruments that might be used and ask them to relate them to the instruments we are used to in the United States 6. Watch videos of traditional tribal songs and music celebrations 7. Discuss why these people have music 8. Explain that all people all over the world have music for expressive purposes 9. Tell students that Nature is one of the main influences for music 10. Pair the children into groups of 4 so they can come up with their own tribal song 11. Instruct that the songs have to be positive and celebratory, they could be about something they are thankful for 12. I will have groups present their songs to the rest of the class 13. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   I will promote discussion and have the students answer my thinking questions. The video clips will hold their attention. The students will end up working together to produce a “tribal” song.   1. **Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   Throughout this lesson, the students will identify how the rainforest people use music. They will recall the different instruments we learned about and will have created their own song. | | |

**Lesson Plan Details**

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| **Instructional Materials:**  my own notes | | |
| **Use of Technology:**  YouTube, projector | | |
| **Safety in the Physical Environment:**  students will follow all classroom expectations | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Indigenous, water drums, vessel flutes, yodeling, forest harp | **Explain how the Academic Language is scaffolded in the Lesson**  Students will use prior knowledge to relate rainforest instrument names to names of instruments they are familiar to. I will use correct instrument terminology to describe the music of the rainforest. | **Describe the Evidence that Students know and use Academic Language appropriately:**  When in discussion, the students will be reminded to use correct terminology and will be asked to create an authentic sounding tribal song based on what they have learned about the instruments and vocals. |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**  **Reflective: Exit Slip** | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content \*Process Product**  **Explain how it is Differentiated:**  Each student comes up with their own question or discussion idea. We are working as a class to discover the music of the rainforest. | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest \*Student Learning Profile**  **Explain how it is used to Differentiate:**  I have provided videos and audio examples of indigenous music. I have also assigned the students to create their own song with would allow the students to work based on their strengths. | | |

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| **Teacher Candidate: Maralyse Bedroske** | **Date: May, 15, 2013**  **Course for which the Lesson is developed**: EDU 4500 |
| **Subject: Dance**  **Content** (Topic): Rainforest  **Grade Level(s): 6th** | **Classroom Teacher: Prof. Photopulos**  **Time allotted: 45 mins** |

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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective.**  **25.A.3a Dance:** Describe how elements are combined and contrasted; identify the principles of transition, variety and balance; and the expressive qualities of movement  **25.B.3** Compare and contrast the elements and principles in two or more art works that share similar themes.  **26.A.3a Dance:** Describe how body actions, types of accompaniment, lighting, costuming and processes (e.g., reordering and refining) influence the expressive qualities of dance.  26.B.3aDance: Demonstrate body alignment, movement from center; awareness of accent, meter and phrasing; and step patterns from different dance styles and forms  27.A.3b: Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment. | **Learning Objective(s):**   * **What are the students expected to know and/or do in the lesson?** * **Write out each specific objective to be met by students in the lesson.**   Students will examine the dancing styles of the indigenous groups in the amazon.  Students will try to explain why the groups dance in different styles  Students will engage in their own indigenous dances based off of the real celebratory dances | **Assessment Tool(s) and Procedures:**   * **What will provide evidence that students meet objectives?** * **Every objective must be assessed.**   Classroom participation:  Students will show an understanding of the different culture by talking about it in class. They will participate in a dance that reflects the styles of the indigenous tribes during a celebration. |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   1. **Engage Students: (Diagnostic/Pre-Assessment may be included here.)**   I will ask the students when they feel dancing is appropriate or where and when they have seen a group of people dancing and why. I will ask the students what their favorite dance moves are.   1. **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):**   The purpose of this lesson is to respectfully analyze when dance is used in the indigenous tribes in the rainforest. The students will understand that dance is a universal language even when there are different styles of dance. By the end of this lesson, they will know how to dance a celebratory dance done in the rainforest.   1. **Instructional Sequence:** 2. Tell the students to pay close attention to a 20 minute clip about tribal dances in the rainforest. 3. After the clip is done, I will ask the students to tell me what they thought of the dances. 4. I will ask prompter questions: What are the different moves that the tribes do that we don't do? Why do you think they're dancing? 5. The students will engage in their own tribal dance. 6. I will split the class into groups of 4 students 7. They will pick a couple simple moves to do 8. Students will pick a theme for their dance (harvest time, ceremonial, war) 9. After the different dances are performed, I'll sum up the lesson by reminding the class that dance is a form of expression and culture. 10. We can understand more about the group by the way they celebrate and how they work together to make music and dance. 11. **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)**   During the video clip, I will be making sure the students are paying attention and being respectful. Since I have a group activity at the end, I think the other students in the group will make sure all the members are participating.   1. **Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)**   I hope the students will have learned that celebration is a part of every culture. They will have gotten a better understanding of how indigenous tribes express themselves through dance and movement. They will be assessed through their participation in making their own tribal dance | | |

**Lesson Plan Details**

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| **Instructional Materials:**  My own notes, YouTube clip | | |
| **Use of Technology:**  Projector, speakers | | |
| **Safety in the Physical Environment:**  I will make sure the students have enough space around them in order to do their dances. The students will be asked to put their arms out to see if they are a afe distance away from the rest of their peers. The students will be following all other classroom rules and I will be monitoring. | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson**  Rhythm, movement, beat | **Explain how the Academic Language is scaffolded in the Lesson**  the students will be asked to dance in rhythm with the music and to find the beat. Their movement must correspond to the theme of their dance. | **Describe the Evidence that Students know and use Academic Language appropriately:**  They will know the academic language if they dance with a purpose and have good rhythm, movement, and can find the beat. |
| **Assessment (Identify the type(s) of assessment used in this lesson and how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)**  **Formative: We will have an in depth classroom discussion; the students will be asked to do an on-the-spot performance of a dance** | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content \*Process Product**  **Explain how it is Differentiated:**  Discussion is student based, they students are able to draw from their own life experiences to make conclusions about the dance styles and expressive qualities | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest \*Student Learning Profile**  **Explain how it is used to Differentiate:**  I have included a movie and discussion within my lesson. The students are able to come up with their own dance for the more kinesthetic learners. | | |

Summative Assessment



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| **Objective/ Concept requirement** | **2 points** Shows clear understanding of concept or idea | **1 point** Shows little understanding of concept or idea | **0 points** No evidence of understanding of concept or idea |
| The student must demonstrate an understanding of both the tropical & temperate deciduous rainforests. |  |  |  |
| The student will identify the importance of the rainforest. |  |  |  |
| The student will identify the positive & negative impacts of & on the rainforest. |  |  |  |
| The student must demonstrate an understanding of the water cycle. |  |  |  |
| The student will be able to draw, label and explain the people, animals and life that exist in the rain forest |  |  |  |
| The student will be able to identify where the rain forests are located |  |  |  |
| The students will be able to identify and list some of the resources that people around the world use |  |  |  |
| The student must show understanding how to write ratios in at least three different forms. |  |  |  |
| The student must show understanding of ratios and proportions through at least one of the five examples from the math unit. |  |  |  |
| The student will compile all their knowledge of the rainforest to complete representations in art, music, and dance. |  |  |  |
| The student will demonstrate a deeper understanding of indigenous tribes in the rainforest. |  |  |  |
| The student will focus on the importance of nature and how tribes use nature for expressive purposes |  |  |  |
| The student will know and will be able to properly utilize the terms and vocabulary associated with the rain forest |  |  |  |
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| The student will demonstrate an understanding of environmental impact and sustainability |  |  |  |
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| The student will be able to properly communicate the their presentation in a well thought out manner |  |  |  |
| Total | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | /30 |  |