

Lesson Plan

Date: Nov. 3, 2022 Subject: Survey of Plants & Animals Grade Level: 11 Time: 75 min

Preliminary Planning

Topic/Central Focus: Sources and Summative Work

Prior Student Knowledge: We have addressed sourcing information a few times now, and they have all done this a lot in other classes. This is the last we will discuss sources for this class.

Objectives:

- 1.** Given sources to use, students will be able to identify at least 3 parts of a good source and 3 parts of a bad source.
- 2.** Students will be able to make considerable progress on their summative assessment and will be able to integrate good sources into it.

Learning Targets:

1. I can recognize good and bad sources.
2. I can create a presentation based on my own research.

Differentiation/Planned Support:

Whole Class: The whole class has been given a rubric for their summative. I will be giving them sources to use for the sources activity.

Groups of students with similar needs (struggling learners or readers; gifted): Laylah is quite gifted. I will give her a source that may need a bit more critical thinking to evaluate.

Students with IEP's or 504 plans: 'Student A' has been reluctant to do her work as the module closes. I will check in with her every once in a while and sit with her when she needs to get back on track.

Formative Assessment (Process):

1. Sources Activity

Summative Assessment (Product):

- Students will give an 8–10-minute presentation on a plant species on their own choosing from UCA's campus.

Instructional Plan

Sequence of Learning Activities:

Activity #1: Intro to Class (10 min)

1. Attendance (Free Write: What organism do you think is the weirdest to ever exist? Why?)
 - a. *Macropinna microstoma* (Barreleye fish)
2. Bible Verse and Prayer (Micah 7:5-7)

Transition: As we have seen and discussed before, it is hard to know who to trust. This is especially true in science. We are going to do an activity to try and explore some more about scientific sources.

Activity #2: Evaluating Sources (20 min)

1. There will be a few print sources for students to reference. Some of these are going to be good sources, and some will be bad. I will set a timer, and students will have to work together to identify and categorize which sources are good and which are bad.
2. They will also have to give an explanation for each and be able to identify at least 3 characteristics of good or bad sources for each.
3. In the end, we will discuss them.

Transition: You should now have a good idea of what to look for in sources. Make sure that you are looking for these things when you are doing research for your presentations!

Activity #3: Go outside for species counting (20 min)

1. One part of the summative involves knowing the abundance of their species.
2. Another question that they are to answer is “Where is your species found on campus?”
 - a. Some students have their species in multiple places. We will go outside to try and count them and note exactly where they are.

Transition: We will go back inside, incorporate this information, and work on the summative.

Activity #4: Work on Summative (20 min)

1. This will be time devoted to working on the summative assessments individually.

Assignment: The summative assessments are due on Monday and Tuesday.