

## 5E Lesson Plan

<b>Teacher(s):</b> Danielle Musil
<b>Date:</b> April 18 <sup>th</sup> , 2022 to April 22 <sup>nd</sup> , 2022
<b>Subject/grade level:</b> Science/ 5 <sup>th</sup> grade
<b>Materials:</b> Laptops, printed out reading materials, highlighters, Biome worksheets,
<b>State Standards:</b> <ul style="list-style-type: none"> <li>LS2-5-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantage in surviving, finding mates, and reproducing.</li> <li>LS2-5-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</li> </ul>
<b>Lesson objective(s):</b> <ul style="list-style-type: none"> <li>Answer the question "What is a Biome?"</li> <li>Know what each biome is (desert, tropical rainforest, temperate rainforest, marine, savanna and tundra) and the characteristics that are associated with each biome</li> <li>Plant life and animals that live in each biome and how they adapt and survive.</li> </ul>
<b>Differentiation/Accommodation strategies to meet diverse learner needs:</b> <ul style="list-style-type: none"> <li>Student with a reading disability would be able to               <ul style="list-style-type: none"> <li>access the reading passages online and listen to me read them while following along on their laptops.</li> <li>Work in small groups</li> <li>Access the assignment at home so they can have more time to navigate and work the assignment with parents/guardians.</li> </ul> </li> </ul>
<b>ENGAGEMENT</b> <ul style="list-style-type: none"> <li>Introduce the term "biome" to the whole class and brainstorm what we might think biome is in regards to science and animals.</li> <li>Watch a video on YouTube, explaining what biomes are.</li> </ul>
<b>EXPLORATION</b> <ul style="list-style-type: none"> <li>Once we complete the whole group brainstorming activity, we will break out into small group work to complete the biome worksheets. This is where they show me what they "already know" about biomes, and then they can do research to discover more.               <ul style="list-style-type: none"> <li>This particular part will take more than one class period (possibly 2 to 3 class periods)</li> </ul> </li> <li>Work on major vocabulary from the unit               <ul style="list-style-type: none"> <li>Find the definition for the words on their own</li> <li>Separate into teams and search the room for the definitions</li> </ul> </li> </ul>
<b>EXPLANATION</b> <ul style="list-style-type: none"> <li>What types of animals do you notice that live in (specific biome)?</li> <li>What do these animals have in common? What is different?</li> <li>How do these animals compare to animals that live in different biomes?</li> <li>Why do you think these animals have these specific traits or characteristics?</li> </ul>
<b>ELABORATION</b> <ul style="list-style-type: none"> <li>Introduced Vocab: Biome, vegetation, climate, wildlife, desert, tropical rainforest, temperate rainforest, marine, savanna, tundra, adaptation, predator, prey.</li> </ul>
<b>EVALUATION</b> <ul style="list-style-type: none"> <li>Students will take all the knowledge and research they've done to pick between two final projects; a</li> </ul>

# Gifted And Talented First Grade Lesson Plan

**Rex R. Schultze J.D.**



## **Gifted And Talented First Grade Lesson Plan:**

**Resources in Education** ,2001      **Cases on Instructional Technology in Gifted and Talented Education** Lennex, Lesia,Nettleton, Kimberly Fletcher,2014-09-30 As new classroom resources are developed educators strive to incorporate digital media advancements into their curriculum to provide an enriched learning experience for students with exceptional intelligence as well as students in need of supplementary instruction Though the resources exist their effective use in the classroom is currently lacking Cases on Instructional Technology in Gifted and Talented Education provides educators with real life examples and research based directions for the use of digital media resources in classrooms at all academic levels This reference work will appeal to educators and researchers interested in enriching P 12 classrooms in order to extend student learning and promote effective e learning in the classroom      **The Ferguson Guide to Resumes and Job Hunting Skills** Maurene J. Hinds,2005 Presents a guide to preparing a r sum and conducting a job search including information on looking beyond classified ads creating a r sum writing cover letters and interviewing for positions      **Research in Education** ,1974      *Teacher, Teacher! An Elementary Teacher's Experience* Ida Weibel,2007      [A Resource Guide for Elementary School Teaching](#) Richard Dean Kellough,Patricia Roberts,1994 A Resource Guide for Elementary School Teaching is a practical comprehensive and concise methods book designed to engage readers in hands on and minds on learning about effective teaching A four part organization covers an orientation to elementary school teaching and learning planning for instruction strategies aids media and resources for effective instruction assessment and professional development A new chapter on elementary school children discusses their development and their diversity and specific strategies for working with them      **Literacy Development in Early Childhood** Beverly Otto,2015-08-19 Written by an author with more than 25 years of experience in the emergent literacy field this popular text provides a comprehensive overview of literacy development from infancy through the primary grades emphasizing the role of oral language as a foundation for literacy home school connections and cultural influences on literacy development Chapters follow a logical sequence from identification of the signs of early literacy behaviors to developmentally appropriate strategies for enhancing those behaviors Observation and assessment forms for classroom use are integrated throughout This highly regarded guide helps teachers become thoughtful mediators in children s transactions with literacy Additional features Provides teachers with tools for reflective literacy instruction The text s organization and narrative encourages pre service teachers to become effective decision makers who select and implement instructional strategies based on their knowledge of individual children s emergent literacy behaviors and needs Explores literacy strategies through classroom and home based examples and vignettes Numerous vignettes and examples of teacher child interactions demonstrate literacy scaffolding in an applied and authentic manner Supports teachers in multicultural and urban settings An emphasis on linguistic and cultural diversity including an array of strategies for English language learners provides today s teachers with the knowledge to help all

children succeed      *Saving Students from a Shattered System* Eldon 'Cap' Lee, Mary Gale Budzisz, 2010-12-16 Based on real experiences of those in the trenches this book describes a new delivery system of education designed to allow all students to succeed with the help of teachers who are led by their passion to do what is right for students Lee and Budzisz take the reader step by step through not only what is wrong with the system of education and what must be changed for education but what the school of the future must look like Education's goal should be to make sure that students do more than maintain an existence in their adult lives they must flourish living life to the fullest This detailed plan leaves no stone unturned in providing the tools to build a quality education program for all      *Current Index to Journals in Education* ,1998-07

**Teaching Gifted Learners in STEM Subjects** Keith S. Taber, Manabu Sumida, Lynne McClure, 2017-07-31 This book offers an overview of programmes designed to support the learning of gifted and talented students in STEM subjects both to allow them to meet their potential and to encourage them to proceed towards careers in STEM areas The chapters from a range of national contexts report on perspectives approaches and projects in gifted education in STEM subjects These contributions provide a picture of the state of research and practice in this area both to inform further research and development and to support classroom teachers in their day to day work Chapters have been written with practitioners in mind but include relevant scholarly citations to the literature The book includes some contributions illustrating research and practice in specific STEM areas and others which bridge across different STEM subjects The volume also includes an introductory theoretical chapter exploring the implications for gifted learners of how STEM is understood and organized within the school curriculums      **A Resource Guide for Teaching** Richard Dean Kellough, 1997 Practical and thorough this engaging resource guide truly practices what it preaches hands on activities rich research based performance driven teaching Coverage integrates the best ideas from a broad spectrum of instructional approaches into an eclectic teaching model that the author characterizes as multilevel instruction This is truly one of the most comprehensive books on the market today made even better in this latest edition Coverage includes the relationship among curriculum standards assessment and high stakes testing what's need to establish and maintain a supportive learning environment and updated information on outstanding school programs For professionals in the field of teaching      Effective Instructional Strategies Kenneth D. Moore, 2009 Applying the latest research findings and practical classroom practices this book provides thorough coverage of the strategies and skills needed for effective teaching      Teaching Science in the Elementary School Donna M. Wolfinger, 1984      Stories of Student Teaching Debra Eckerman Pitton, 1997 Stories of Student Teaching provides individuals involved with the student teaching experience the opportunity to read and reflect on case studies which realistically depict this learning situation Through discussion of the experiences described future student teachers can determine how they might react in situations similar to those presented and plan their educational experiences to prepare themselves to meet these kinds of challenges Current student teachers can compare their own experiences to those in the

text and find opportunities to generate solutions to problems that they might be facing or validate the approach that they are currently using Cooperating teachers and college supervisors can gain insight and understanding into this complex apprenticeship experience by reading and reflecting on the words of individuals who have been a part of a student teaching experience Resources in Education ,1995      **Mainstreaming Exceptional Learners in Music** Betty Wilson Atterbury,1990      **Curriculum Planning** Forrest W. Parkay, Eric J. Anctil, Glen Hass, 2006 The eighth edition of Curriculum Planning is a selection of readings that presents the knowledge skills and alternative strategies needed by curriculum planners and teachers at all levels of education from early childhood through adulthood The book offers a variety of learning experiences for students with wide ranging interests learning styles and backgrounds Part I Bases for Curriculum Planning emphasizes the development of knowledge and skills in the three bases of the curriculum social forces human development and learning and learning styles Part II Developing and Implementing the Curriculum includes two new chapters Chapter 5 Developing the Curriculum examines curriculum designs that can be used to develop i e write curricula And Chapter 6 Curriculum and Instruction focuses on the interrelationships between curriculum and instruction Part III The Curriculum in Action emphasizes the application of curriculum planning skills for educational programs for children early middle and late adolescents and adult learners At each level current trends innovations and issues are examined from both theoretical and practical viewpoints The eighth edition includes 43 new articles nine of which were written for this book and two new chapters Ch 5 Developing the Curriculum and Ch 6 Curriculum and Instruction      **Who Are You Who Are So Wise in the Science of Teaching?** Rex R. Schultze J.D., 2021-02-10 Based upon years of reviewing the work product of building principals s evaluations of their teaching staff it has been evident to me there is a clear need to improve this critical aspect of school administration This book is designed to provide building principals and assistant principals with guidance on 1 the necessary preparation of the principal to be effective at guiding and coaching their staff 2 the laying of the foundation for their teachers to know the standard of performance expected by the school district as whole and the specific building where they serve guide and teach their students 3 the teaching of their instructional staff what constitutes good lesson planning and instruction as defined by the educational model adopted by the school and art of teaching under that model 4 developing the skills for the writing of effective teacher formative and summative evaluations to assist in the improvement of instruction and 5 the work required in 1 to 4 above to establish and qualify the principal as an expert witness under the Rules of Evidence if he she is called upon to participate in the end game of moving an underperforming teacher along The book is designed as a step by step process with reading assignments and self instruction tasks at the end of each chapter applying the concepts teaching supporting and assisting teachers in the science of teaching needed to develop maintain and excel at their craft It is shown scientifically that where teachers know the district s standards of performance student learning improves and students learn how to learn essential in today s ever changing society Being an effective building principal thus requires you

to be an expert in your field i.e. that person who is rhetorically asked Who are you who are so wise in the science of teaching About the Author As you will surmise quickly in reading this book Rex Schultze has had the fortunate circumstance of being immersed in public education for his entire life from 1951 to the present as a teacher's and administrator's kid as a high school teacher for four years as the brother of an elementary school teacher and administrator and as a lawyer with a 40 year practice focused on public education both K-12 and community college levels As such he brings to you in Who are you who are so wise in the science of teaching a lifetime of perspective on the value of an education and particularly public education the most important equalizer of the citizens of our country and the need to grow support and nurture the best teachers possible Rex is a Boomer as in Baby Boomer OK Boomer an early version of that generation that grew up in the 50's and 60's so you will find references to the movies and music of those days throughout the book to add perspective and some fun Apologies in advance for the succeeding generations you can google the references a contribution by Rex to your personal history journey

**Exceptional Child Education Resources**, 1998      **Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments** Mariano, Gina J., Figliano, Fred J., 2019-01-25 Learning strategies for critical thinking are a vital part of today's curriculum as students have few additional opportunities to learn these skills outside of school environments Therefore it is of utmost importance for pre-service teachers to learn how to infuse critical thinking skill development in every academic subject to assist future students in developing these skills The Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments is a collection of innovative research on the methods and applications of critical thinking that highlights ways to effectively use critical thinking strategies and implement critical thinking skill development into courses While highlighting topics including deep learning metacognition and discourse analysis this book is ideally designed for educators academicians researchers and students

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