|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher**: Eva, Cynthia, Keyla |  | **Date:** March 19, 2013 |  | **District:** |  | **School:** |  |
| **Subject area:** Science/Reading |  | **Grade Level:** 5th |  | **Unit Title:** Determining Importanceof information |  | **Lesson Title:** Food Chains |  |
| **Purpose and Lesson** |
| **Standard(s):** | **Understanding goals(s):** | **Essential Question(s):** |
| English Language Arts and Reading 110.16.b.13.A (13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:Science 112.16.b.9.B  (9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to | **Students will understand…**1. Text contains both essential and dispensable information and how to determine what information is necessary for comprehension of its subject matter
2. Why it is necessary to glean the essential information.
3. How to discard unnecessary information in informative text.
4. Energy is transferred from one living organism to another within food chains.
 | 1. What do all living things need to survive?
2. Where do organisms get their energy?
3. Where do you get your energy?
4. What is it called when energy is transferred and transformed as it flows from one organism to another?
5. Are you part of the food chain?
6. What would happen if a part of the food chain suddenly became extinct?
7. Where does the food chain begin?
 |
| **Student Objectives:** | **Assessment of Objectives:** | **Madeline Hunter Lesson Plan with timeline and specified grouping** |
| **Students will be able to** (A) Interpret details from procedural text to complete a task, solve a problem, or perform procedures.(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers**.** | **Formal:** **L/A TEKS (13)(A)** – Students will share their findings on sticky notes indicating essential and dispensable information for the T-chart. **Science TEKS (9)(B)** Students will correctly complete the science “Text to Visual food chain” Worksheet and Food Chain Reflection Worksheet with the essential facts and other information they gathered in their readings.**Informal:** **L/A TEKS (13)(A)** Students will participate in active listening during the lesson.**Science TEKS (9)(B)** Students will answer question posed by the teacher.Teachers will practice active observation and take anecdotal notes during guided and independent practices. | **Anticipatory Set :(5 min, full class)**The teacher will ask the students the anticipatory questions. The teacher will introduce the concept of “Essential” information and “Dispensable” information by using food items. The teacher will use a basket of food items including – grains, fruit, vegetables, meat, dairy, candy, cookies, water, milk, and soda. The teacher will ask the students to answer aloud as she pulls out the items whether they are “Essential” for a healthy body or “dispensable.” They will then be place into a box with the coordinating label. **Input and Modeling:(10 min, full class)**The Teacher will explain that we will be reading a book for the purpose of finding the important information needed in order to understand the big or main idea of the book.The teacher will introduce the T-chart think sheet (Essential - Dispensable) The teacher will discuss the think sheet with the following dialogue, “sometimes when I read there is a lot of information. We will be able to filter through the information easier by organizing it through a T-chart think sheet like this one. We have two categories: Essential and Dispensable. Under the (Essential) column we will put sticky notes with information from the text that is important to the concept of food chains. In the other column (Dispensable) we will put sticky notes with information that we found interesting, exciting, or unusual but that might not be as important to the concept of a food chain.The teacher will read a section of the book *Food chains and you* by Robbie Kalman and model determining relevant information. The teacher will model thinking aloud about the importance of the text read. By saying, “I think this information is really interesting, What does it have to do with food chains? Is it directly related?” or “Wow, I never knew that, it is really interesting and fun to know, how does it tell me about food chains?” The teacher will write the information in her own words and place in in the appropriate position on the T-Chart.**Checking for Understanding:(5 min, full class)**The teacher will ask students to identify something they believe to be important in the passage read. The students will discuss why that information is important.**Guided Practice: (10 min, small groups**) The student will be given passages to read in small groups and will be asked to find at least one important fact and one non-essential piece of information. The teachers will actively assist the students.**Independent Practice: (10 min, small groups)**Students will be given different categories of copied sections of *Food chains and you* by Bobbie Kalman work independently within their small groups to determine essential and extraneous information.**Closure/Share the Learning: (10 min, full class)**The students will come together with the teacher and share their findings. The students will place their sticky notes on the T-Chart in the appropriate spaces provided. |
| **Language Modifications**Copies of the text in needed languages need to be available. orA student helper to assist with reading and writing as necessary. | **Special Needs Modifications:**Text on audio with a student helper to write down what the student indicates as important.orA student helper to read and write as necessary. | **Materials & Resources:** Basket with food items: grains, fruit, vegetables, meat, dairy, candy, cookies, water, milk, and soda.One box labeled “Essential”One box labeled “Dispensable”T-Chart (Essential - Dispensable)Sticky notesHigh lightersPens/Pencils*Food chains and you* by Robbie KalmanCopied of sections of  *Food chains and you* by Bobbie Kalman for small group work. | **Technology:**Document Camera if necessary during full class involvement. |
| **Reflection Attached on Lesson Plan Construction**  |
| **What worked:** | **Improvements:** | **Overall Implications for your teaching:** |
| What parts of the lesson led to engagement and student learning? N/A | How can you increase student learning, engagement, etc., next time you teach this lesson? N/A | What did you learn from teaching this lesson that can apply to other lessons? N/A |

**What to turn in**: 2nd check lesson plan template with reflection and anecdotal notes.