ED 101 Educational Technology Lab – Spring 2011
Boston University – School of Education

LESSON PLAN

Requirement	*Your Answer*	*Points*
LESSON BASICS (28 pts.)		
Your Name	Caitlin Anderson	
Your ED101 Lab Section	F1	
School	Alcott	(1 pt.)
Grade(s) Observing	3rd	(1 pt.)
Supervising Teacher	Sean D'Abbraccio	(1 pt.)
List any teaching help you may have during the lesson	Mr. D'Abbraccio will be present if help is needed, however I plan to teach the lesson on my own.	(2 pts.)
Setting (in class, in computer lab, other?)	In class.	(1 pt.)
Technology needed to complete lesson	A computer and a SmartBoard/ActivBoard.	(3 pts.)
Other materials needed	Worksheet	(2 pts.)
Content Area(s)	Science	(1 pt.)
Title of web site	Classifying Animals	(1 pt.)
Topic of Lesson	A basic lesson on the classification of animals, using the 6 main groups: mammals, fish, reptiles, amphibians, birds, insects.	(1 pt.)
Goals of the Lesson	That students understand that classification is the arrangement of objects, ideas, or information into groups based on similarities. That classification makes things easier to find, indentify, and study. Students understand the classification of the six basic animal groups (mammals, amphibians, reptiles, birds, fish, insects).	(4 pts.)
Three Objectives	After the lesson students will be able to: 1) **Identify at least 3 characteristics** the animals of each group have in common. This will be on the *worksheet*. (Example: Name 3 things about each animal group, with pictures). 2) **Choose which group a specific animal belongs to**. This will be part of the *worksheet*. (Example: Given a picture of a snake, choose which of the 6 main animal groups this animal belongs to.)	(10 pts.)

	3) **Explain in originally formed sentences the importance of classification**. The students must be sure to cover the point that it is important to classify because organizing things into a group based on similarity makes them easier to find and identify. Also on the *worksheet*. (Example: What does it mean to classify? Why do we do this?)	
STANDARDS (20 pts.)		
Technology standard	Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society: Health and Safety G3-5: 2.13 Recognize and demonstrate ergonomically sound and safe use of equipment.	(10 pts.)
Curriculum Framework	➢ Massachusetts Science and Technology/Engineering Standards ➢ Life Science (Biology), Grades 3-5 ➢ Characteristics of Plants and Animals *1. Classify plants and animals according to the physical characteristics that they share.*	(10 pts.)
LESSON PROCEDURE (30 pts.)		
Introduction of Lesson	The students will be seated at their desks, facing the ActivBoard, per usual. I will ask if anyone knows what it means to classify in order assess some prior knowledge, and will use what I know and what they have told me to introduce classification. I will then give each student a list of various animals and tell them to split up the animals into groups based on anything they had in common and be ready to explain why they chose each.	(5 pts.)
Lesson Procedure, Web Site Use, and Technology Standard	After the introduction, I will have the website open and will explain the website and give a brief overview of the agenda for the lesson. Since I will be allowing students to come up and use the ActivBoard throughout the lesson, I am going to use this time to explain the importance of proper use of technology in order for the safety of the public and the equipment. I will then begin to explain that there are 6 main groups	(25 pts.)

	that scientists have created to classify animals and they are: mammals, amphibians, reptiles, birds, fish, insects, and that the animals in these groups have certain things in common that get them put into those groups. Then I will go to the Mammal page and explain what mammals have in common and give other facts about mammals. I will do this for each of the 6 groups, giving examples of specific real life animals that are in each group as well (there will be pictures and sounds). After this, there will be a video clip of the classification of animals that the students will watch, they should be keeping in mind which animals go where and why. There will be questions that follow the movie clip. There will be various external links throughout the website with fun games and sites to help with classifying. The class will play the game together, and each students will get a chance to come up to the ActivBoard and place a characteristic into it's proper animal group. In the end, students will take an online quiz and a worksheet assessment to determine how much they learned.	
ASSESSMENT (22 pts.)
How will students be assessed?	The students will receive a *worksheet* asking them to explain why classification is important, as well as containing questions about each animal group (as well as a matching and grouping section) and where the students can witness these animals in their everyday life, in order to assess how well they understand the different animal groups and why these classified groups even exist, as well as to help relate it to real life.	(5 pts.)
How will you know if students have met the objectives stated above?	1) **Identify at least 3 characteristics** the animals of each group have in common. This will be on the worksheet. (Example: Name 3 things about each animal group, with pictures). → If the students can name 3 characteristics about each animal group, then I know they have gained a basic understanding of the groups and how they're organized. 2) **Choose which group a specific animal belongs to**. This will be part of the *worksheet*. (Example: Given a picture of a snake, choose which of the 6 main animal groups this animal belongs to.) → If students can name which animals belong in each group, then I know they have gained an understanding of the groups and the characteristics that determine them, and that they can classify animals.	(7 pts.)

	3) **Explain in originally formed sentences the importance of classification**. The students must be sure to cover the point that it is important to classify because organizing things into a group based on similarity makes them easier to find and identify. Also on the *worksheet*. (Example: What does it mean to classify? Why do we do this?) → If students can explain why we classify things, especially something like animals, then I know they have learned a lesson on classification and that they definitely understand the 6 main animal groups and how they are classified.	
Web-based Quiz	Using images to accommodate questions: For which animal(s) is the principal form of locomotion flying? **Birds** Amphibians Fish Reptiles Which animals live both on land and in the water? **Amphibians** Birds Mammals Insects If an animal is warm-blooded, has live babies, has hair or fur, and the mothers nurse their young with milk, which of the following groups does the animal belong? **Mammals** Fish Birds Reptiles If an animal is cold-blooded, has scales, finds, and gills, and can breathe underwater, which group does the animal belong to? **Fish** Birds Amphibians Mammals	(10 pts)

	What group do ladybugs, dragonflies, and butterflies belong to? **Insects** Mammals Fish Amphibians What group do bears, humans, and dogs belong to? **Mammals** Reptiles Insects Amphibianss	