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

LESSON PLAN

Instructions:
Save this document to your computer using the code **lastname_section_LP** as the name of the file. Fill in all of the required "Your Answer" areas (center column). You will find instructions for some of the items written in italics in the center column – please delete the instructions/examples after you have filled in your own material. You can use as many lines in an area as needed, but you are not graded on quantity. Leave the third column blank for grading purposes. When you have completed the assignment, deliver it to ED101's Digital Dropbox by selecting **"send file."**

Reminder:
Consult with your supervising teacher regarding the design of your web-based lesson. Discuss with him/her all aspects of this lesson plan, including what topic, content, goals, and objectives s/he would like you to address with your web-based lesson project. S/he is your "client" for the ED 101 website project.

Requirement	***Your Answer***	***Points***
LESSON BASICS (28 pts.)		
Your Name	Samantha Rochford	
Your ED101 Lab Section	A1	
School	Jackson-Mann Middle School	(1 pt.)
Grade(s) Observing	7th and 8th grade	(1 pt.)
Supervising Teacher	James Oakley	(1 pt.)
List any teaching help you may have during the lesson	*Will the classroom teacher, a parent, or an aide be available to help during this lesson?* Teacher will be available	(2 pts.)
Setting (in class, in computer lab, other?)	In class, teacher will go over the website with them on the overhead projector.	(1 pt.)
Technology needed to complete lesson	*What technology, support materials, and aids will your lesson use? Do you need an overhead projector, one computer for each child, etc? How many of each material/ how many students…* The classroom has an overhead projector and the teacher is going to use her personal laptop.	(3 pts.)
Other materials needed	*Will you need handouts, art supplies, or reference materials…?* no	(2 pts.)
Content Area(s)	*Choose from one of the main areas of instruction: Math, Social Studies, Language Arts, etc.* science	(1 pt.)
Title of web site	Populations and Ecosystems	(1 pt.)
Topic of Lesson	*Describe the specific topic of your lesson.* Reviewing the population of Mono Lake, going over energy levels, and energy transfer which includes an in depth look at photosynthesis	(1 pt.)
Goals of the Lesson	*What are your over-arching aims for your students? What would you like them to "come away" from this lesson/unit knowing?* This material will be review for the MCAS so I the website is something they can explore in class and use it at home to review and understand the material they have been learning the past few weeks. They should already know the material before looking at the website	(4 pts.)
Three Objectives	*What specific skills, behaviors, or abilities will your lesson or unit achieve? Be specific and present three measureable objectives.* Students will be able to name all the characteristics of life Students should be able to explain everything a plant needs to survive chemically. Students will be able to explain the larger context of photosynthesis in the carbon cycle.	(10 pts.)
STANDARDS (20 pts.)		
Technology standard	***Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.*** Exploratory Skills and Expectations: Research ***G6-8: 3.1 Explain and demonstrate effective searching and browsing strategies when working on projects*** My students will have to research places on google earth that plants do not grow and explain why they don't grow there. Correct answers will include the moon, tops of mountains, bottom of the ocean, ect.	(10 pts.)

Curriculum Framework	*http://www.doe.mass.edu/frameworks/current.html* ☒ Massachusetts Science and Engineering Standards ☒ Life Science, Grades 6-8 ☒ Living Things and Their Environment ***16. Recognize that producers (plants that contain chlorophyll) use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.***	(10 pts.)
LESSON PROCEDURE (30 pts.)		
Introduction of Lesson	*Briefly describe an opening remark, presentation, or activity that will begin your lesson and engage the interest of the students. You may also need to answer the following questions…* *1. How are the students grouped?* *2. Where is the lesson taking place?* *3. How will your lesson begin? What will your "hook" be?* The students will be in their assigned seats in their regular classroom. The desks are set up there are five to six groups of four students each. They will be growing plants in the windowsill and have to take care of them first. I will ask them general questions about photosynthesis and Mono Lake before directing them to the website for further review.	(5 pts.)
Lesson Procedure, Web Site Use, and Technology Standard	*Imagine that a teacher was observing your class. What would the teacher see happening?* First the class is going to check on their growing plants and I will ask them a few review questions about why they are doing that experiment. That will lead us to the website for further review for the mcas. The website is a lot of reading and some interactive research on the internet. Kids will be able to read each section allowed and volunteer to run the computer for the interactive research aspects.	(25 pts.)
ASSESSMENT (22 pts.)		
How will students be assessed?	The website is a review for the MCAST so the loftiest assessment plan is a good grade in the science section. There will be a review quiz given by the teacher a few days after we go over the website with very similar review questions. They will be able to use my website for review	(5 pts.)
How will you know if students have met the objectives stated above?	*Paste your three objectives from "Lesson Basics" in this box. After each one, explain how your lesson and assessment plan will make sure that the learning outcome is reached. You may connect one or more of the assessments described above…* Students will be able to name all the characteristics of life. There is a review question in the website about this with pictures. Students should be able to explain everything a plant needs to survive chemically. We are going over the reaction and searching for areas on google earth with no plants and explaining what is missing. Students will be able to explain the larger context of photosynthesis in the carbon cycle. They are going to go through an explanation of this	(7 pts.)
Web-based Quiz	*List the questions that you will use in your web-based quiz here.* *1.*Which of the following is not a characteristic of life? Hibernates 2. True or false, calories are an ingredient in food? False 3. How do animals get the energy and building materials they need to grow and live? Eat food 4. Which animal is a secondary consumer seagull 5.Which of the following are considered part of an ecosystem? All of the above (plants, animals, rocks)	(10 pts)