

Teacher	MARUEL E. AMATO			Grade Level	VII
Learning Area	SCIENCE			Date & Time	September 27, 2018 (1:00- 3:00)
Quarter	2	DLP No.		Duration (minutes/hours)	120 mins.
Code & Competency	S7LT-1b-9 Differentiate biotic from abiotic components of an ecosystem				
Topics:	• Components of an Ecosystem				
Subject Integration	• English				
Learning Objectives	Knowledge	• Identify the components of the ecosystem • Discuss the significance of organisms' interaction in their environment			
	Skills	• Name the biotic and abiotic components of an ecosystem • Present ways to protect, preserve, and conserve our ecosystem			
	Attitude	• Value the important role played by each component of the ecosystem • Embrace the responsibility of taking care of the environment			
Key understanding to be developed	The learner demonstrates understanding of the fact that organisms interact with each other and with their environment to survive				
Resources	Curriculum Guide- p. 40 Science 7 LM- page 113 https://courses.lumenlearning.com/boundless-biology/chapter/threats-to-biodiversity/				
Materials	laptop, projector, powerpoint presentation, video clip, pictures, markers, colored papers, worksheets				
Elements of the Plan	Methodology				
I. Preparations	Awareness (5mins.)	• Conduct of daily routine (prayer, checking of attendance) • Setting of house rules • Presentation of the lesson objectives • Answering of the motivational questions below. 1. What does it mean to be alive? 2. What do you think are the basic needs we need to live?			
II. Presentation	Activity (20mins.)	• Task 1- Picture Analysis Each group will be tasked to study and analyze a certain picture and answer the questions on the worksheet provided. Questions: 1. What are the things that you see in the picture? 2. Which of these things are living? Which are nonliving? 3. Observe the things that you identified as living. What do they have in common? 4. Observe the things that you identified as nonliving. What do they have in common? 5. What interactions do you observe happening among the living and nonliving things? Have each group select a representative to report their output to the class.			
	Analysis (10mins.)	• Task 2- Read to Learn Have students read a short text about the components of the ecosystem. Questions: 1. What are the different components of the ecosystem? 2. What makes living things different from nonliving things? 3. How do organisms interact with each other and with their environment? 4. What will happen to organisms if their environment is not able to provide them with their basic needs?			
	Abstraction (35mins.)	• Task 3- Watch Out for It! Have students watch a short video clip about the components of the ecosystem.			

Science Observation Lesson Plan For 2nd Grade

Roman Wölfel



Science Observation Lesson Plan For 2nd Grade:

Internationalizing Rural Science Teacher Preparation Gayle A. Buck, Vesna Dimitrieska, Valarie L. Akerson, 2023-11-23

This edited volume discusses the need to increase quantity and enhance quality of science education focused on preparing rural students to thrive in an interconnected interdependent and complex world. It acknowledges that globally integrated education incorporates local knowledge and culture with global trends. Additionally, it highlights globally competent science teaching is not included in most preparation programs and teachers enter schools unprepared to address students' needs. Rural schools lack opportunities to keep up with reform efforts and may have limited experiences with diversity, particularly at the global level. These chapters describe globalization in authors' respective academic institutions by sharing global competence action research projects for preservice teachers. The studies presented were conducted in elementary and secondary science methods and science content courses. The book's research is unique as the contributors have carried out action research in science teacher preparation programs and participated in peer discussions that helped them fill gaps in global science teaching while advancing the field of teacher preparation programs.

The Mathematics Lesson-Planning Handbook, Grades K-2 Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09. This book brings together the best of Visible Learning and the teaching of mathematics. The chapters on learning intentions, success criteria, misconceptions, formative evaluation, and knowing thy impact are stunning. Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math, it's a great go-to book for all who teach mathematics. John Hattie, Laureate Professor, Deputy Dean of MGSE, Director of the Melbourne Education Research Institute, Melbourne Graduate School of Education. Your blueprint to planning K-2 math lessons for maximum impact and understanding. Not sure of tomorrow morning's lesson plan? Or maybe you feel it isn't tailored enough for your students' needs? What do you do? For that and more help is here. *The Mathematics Lesson Planning Handbook: Grades K-2: Your Blueprint for Building Cohesive Lessons* guides teachers step by step through the decision-making process of planning K-2 math lessons that are purposeful, rigorous, and coherent. Instructional experts Beth McCord Kobett, Ruth Harbin Miles, and Lois A. Williams streamline and deepen the lesson planning process, showing teachers how to assess students' complex needs, clarify learning intentions, and select tasks that will best lead to student understanding of mathematical concepts and skills. Along the way, teachers create an individualized blueprint for planning K-2 math lessons for maximum student learning. The lesson planning process guides teachers to identify the mathematical content, language, and social learning intentions for a lesson or unit and connect goals to success criteria. Determine the purpose of a math lesson you're planning by distinguishing between conceptual understanding, procedural fluency, and transfer. Select worthwhile tasks and materials that make the best use of representations, manipulatives, and other instructional tools and resources. Choose the format of your lesson using reasoning and number routines, games, whole class discussion, and pairs or small group work. Anticipate student misconceptions and

evaluate understanding using a variety of formative assessment techniques Decide how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students

Don't Forget to Write for the Elementary Grades 826 National,2011-10-03 Creative strategies for getting young students excited about writing Don t Forget to Write for the Elementary Grades offers 50 creative writing lesson plans from the imaginative and highly acclaimed 826 National writing labs Created as a resource to reach all students even those most resistant to creative writing the lessons range from goofy fun like The Other Toy Story Make Your Toys Come to Life to practical from sports to science music to mysteries These lessons are written by experts and favorite novelists actors and other celebrities pitched in too Lessons are linked to the Common Core State Standards A treasure trove of proven field tested lessons to teach writing skills Inventive and unique lessons will appeal to even the most difficult to reach students 826 National has locations in eight cities San Francisco New York Los Angeles Ann Arbor Chicago Seattle Boston and Washington DC 826 National is a nonprofit organization founded by Dave Eggers and committed to supporting teachers publishing student work and offering services for English language learners

Teaching in the Standards-based Classroom ,2001 Virtually every national standards document every state framework and every local set of standards calls for fundamental changes in what and how teachers teach The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards This issue describes that vision and suggests ways to use the standards mandated in your school to improve your practice to help you teach in your standards based classroom

Identity Construction and Science Education Research Maria Varelas,2012-12-17 In this edited volume science education scholars engage with the constructs of identity and identity construction of learners teachers and practitioners of science Reports on empirical studies and commentaries serve to extend theoretical understandings related to identity and identity development vis vis science education link them to empirical evidence derived from a range of participants educational settings and analytic foci examine methodological issues in identity studies and project fruitful directions for research in this area Using anthropological sociological and socio cultural perspectives chapter authors depict and discuss the complexity messiness but also potential of identity work in science education and show how critical constructs such as power privilege and dominant views access and participation positionality agency structure dialectic and inequities are integrally intertwined with identity construction and trajectories Chapter authors examine issues of identity with participants ranging from first graders to pre service and in service teachers to physics doctoral students to show ways in which identity work is a vital albeit still underemphasized dimension of learning and participating in science in and out of academic institutions Moreover the research presented in this book mostly concerns students or teachers with racial ethno linguistic class academic status and gender affiliations that

have been long excluded from or underrepresented in scientific practice science fields and science related professions and linked with science achievement gaps This book contributes to the growing scholarship that seeks to problematize various dominant views regarding for example what counts as science and scientific competence who does science and what resources can be fruitful for doing science

Social Justice in Teacher Education: Equity, Diversity, Inclusion Tara Ratnam, Elaine Chan, Darlene Ciuffetelli Parker, 2022-08-09 Bulletin, 1919 *Resources in Education*, 1993 New Approaches to Assessment in Science and Mathematics, 1997 *Resources for Teaching Middle School Science* Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-03-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them *Resources for Teaching Middle School Science* developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of *Resources for Teaching Elementary School Science* the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

The Observation Protocol for Academic

Literacies Magaly Lavadenz, Elvira G. Armas, 2024-01-16 This book presents a validated observation instrument to support and further develop the pedagogic expertise of teachers of English Learners in US schools Based on sociocultural and second language teaching and learning theories the Observation Protocol for Academic Literacies OPAL has a variety of uses across teacher preparation programs pre K 12 classroom contexts and school districts This book leads the reader through the process of using OPAL with real classroom observations in the form of vignettes in order to develop confidence and reliability scoring evidence in research based practices The book provides examples of its non evaluative uses to conduct research support teachers and identify areas of strength and weakness in their professional development It also offers researchers and policymakers a tool for collecting classroom based evidence to inform the implementation and refinement of English Learner programs

Common Core Standards in Diverse Classrooms Jeff Zwiers, Susan O'Hara, Robert Henry Pritchard, 2014 The Common Core State Standards require students to do more with knowledge and language than ever before Rather than be mere consumers of knowledge students must now become creators critics and communicators of ideas across disciplines Yet in order to take on these new and exciting roles many students need daily teaching with an extra emphasis on accelerating their academic communication skills Common Core Standards in Diverse Classrooms Essential Practices for Developing Academic Language and Disciplinary Literacy describes seven research based teaching practices for developing complex language and literacy skills across grade levels and disciplines using complex texts fortifying complex output fostering academic interaction clarifying complex language modeling guiding and designing instruction Most important you will find clear descriptions and examples of how these essential practices can and should be woven together in real lessons The book Clarifies how to support the learning of complex language that students need for reaching Common Core and other standards Provides practical ways to realize the instructional shifts needed with the implementation of new standards in diverse classrooms Includes frameworks and descriptions on how to develop students complex language speaking and writing Helps maximize strategies and tools for building system wide capacity for sustained growth in the practices Common Core Standards in Diverse Classrooms is a concise guide for helping us improve our practices to strengthen two vital pillars that support student learning academic language and disciplinary literacy

ENC Focus, 2001 Science and Mathematics in Early-childhood Education Donna M. Wolfinger, 1994 **Bulletin of Information** University of Chicago, 1921

Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-04-11 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely

revised edition of the best selling resource guide Science for Children Resources for Teachers this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents **Middle-west School Review ...**

,1917 **Impactful Practices for Early Childhood Teacher Educators** Christopher Meidl,Louise Ammentorp,2019-10-08

The goal of this edited volume is to share ideas and examples of impactful practices useful for teacher educators in Early Childhood Education degree programs associate bachelor and graduate level as well as teacher educators in other settings Impactful practice is defined as course or assignment design pedagogy or innovation in teaching instruction or assessment that has been found to be transformative for the individuals participating in that learning This book intends to provide the reader with multiple examples of effective and innovative practices when teaching preservice or inservice teachers Chapters will describe in class activities and program level initiatives on a variety of important topics The chapters are written by expert practitioners who have successfully implemented these practices Chapters contain resources sample assignments syllabi and student work **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 principal 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

Proceedings of the 4th International Conference on Education and Technology (ICETECH 2023) Jeffry Handhika, Marheny Lukitasari, Sigit Ricahyono, Dewanta Arya Nugraha, 2024-11-28 This is an open access book There has been an extraordinary acceleration in the use of digital technology in the world of education during the Covid 19 pandemic So it is necessary to have discussions and solutions on how digital technology can be the answer to problems of access to quality and social justice in the education sector Researchers and experts are encouraged to innovate across fields to support the four global issues of G20 presidential education Universal Quality Education Digital Technologies in Education Solidarity and Partnership The Future of Work Post Covid 19 The 4th International Conference on Education and Technology ICETECH 2023 organized by Universitas PGRI Madiun UNIPMA Indonesia is a forum for researchers experts academics educators stakeholders and students to exchange experiences through research results in STEAM Based Education Digital humanities Artificial Intelligence Applied Science Curriculum and Instruction Digital Entrepreneurs Digital Education Financial Technology and Education

Decoding **Science Observation Lesson Plan For 2nd Grade**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Science Observation Lesson Plan For 2nd Grade**," a mesmerizing literary creation penned by a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

https://crm.avenza.com/data/browse/fetch.php/Nyc_Progress_Report_Grades.pdf

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Science Observation Lesson Plan For 2nd Grade Introduction

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