

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

**Joyce Nutta, Nazan U. Bautista, Malcolm
B. Butler**



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 access 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

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,1998-04-30 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

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 **Don't**

Forget to Write for the Elementary Grades 826 National, 2011-10-11 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 **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 *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 Clarifieshow to support the learning of complex language that students need for reaching Common Core and other standardsProvides practical ways to realize the instructional shifts needed with the implementation of new standards in diverse classroomsIncludes frameworks and descriptions on how to develop students complex language speaking and writingHelps maximize strategies and tools for building system wide capacity for sustained growth in the practicesCommon 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
General Science Quarterly ,1926 *Second International Handbook of Mathematics Education* Alan Bishop,2003-06-30
This handbook should be a useful resource for students researchers teacher educators and curriculum policy makers in the field of mathematics education It is a follow up to the first handbook which laid down the base line in many areas of the field of mathematics education *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 Middle-west School Review ... ,1917 **Teaching Science to English Language Learners** Joyce Nutta,Nazan U. Bautista,Malcolm B. Butler,2010-09-13 Teaching Science to English Language Learners offers science teachers and teacher educators a straightforward approach for engaging ELLs learning science
Bulletin of Information University of Chicago,1921

The Enigmatic Realm of **Science Observation Lesson Plan For 2nd Grade**: Unleashing the Language is Inner Magic

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Table of Contents Science Observation Lesson Plan For 2nd Grade

1. Understanding the eBook Science Observation Lesson Plan For 2nd Grade
 - The Rise of Digital Reading Science Observation Lesson Plan For 2nd Grade
 - Advantages of eBooks Over Traditional Books
2. Identifying Science Observation Lesson Plan For 2nd Grade
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Science Observation Lesson Plan For 2nd Grade
 - User-Friendly Interface
4. Exploring eBook Recommendations from Science Observation Lesson Plan For 2nd Grade
 - Personalized Recommendations
 - Science Observation Lesson Plan For 2nd Grade User Reviews and Ratings
 - Science Observation Lesson Plan For 2nd Grade and Bestseller Lists

5. Accessing Science Observation Lesson Plan For 2nd Grade Free and Paid eBooks
 - Science Observation Lesson Plan For 2nd Grade Public Domain eBooks
 - Science Observation Lesson Plan For 2nd Grade eBook Subscription Services
 - Science Observation Lesson Plan For 2nd Grade Budget-Friendly Options
6. Navigating Science Observation Lesson Plan For 2nd Grade eBook Formats
 - ePub, PDF, MOBI, and More
 - Science Observation Lesson Plan For 2nd Grade Compatibility with Devices
 - Science Observation Lesson Plan For 2nd Grade Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Science Observation Lesson Plan For 2nd Grade
 - Highlighting and Note-Taking Science Observation Lesson Plan For 2nd Grade
 - Interactive Elements Science Observation Lesson Plan For 2nd Grade
8. Staying Engaged with Science Observation Lesson Plan For 2nd Grade
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Science Observation Lesson Plan For 2nd Grade
9. Balancing eBooks and Physical Books Science Observation Lesson Plan For 2nd Grade
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Science Observation Lesson Plan For 2nd Grade
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Science Observation Lesson Plan For 2nd Grade
 - Setting Reading Goals Science Observation Lesson Plan For 2nd Grade
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Science Observation Lesson Plan For 2nd Grade
 - Fact-Checking eBook Content of Science Observation Lesson Plan For 2nd Grade
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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