Student Teacher: Stephen Dibler Grade: 4 No. of Students: 25 Time: 45 minutes
Subject: Ecology: Trees Supervisor's Signature: _____ Date: _____

Preliminary Planning

Pre-Assessment:

Objectives:

1. Students will create a diagram of the forest and will label the layers of vegetation (herb, shrub, understory, canopy) with no errors given a sample diagram and a list of layers to label.

Individual Modifications: Jane will receive large print materials.

Materials: Copies of Forest Layers worksheet, paper, colored pencils, forest layer poster

Learning Sequence

Learning Activity (what)	Procedure (how)	Time
Introduction/Motivation (Anticipatory Set, Focus Attention, Give Objectives, Goal Structure)		
Review homework.	Ask students to get out their Photosynthesis organizer. Have students share answers. Collect homework.	5
Ask students to describe the height of trees in the forest.	Students should respond that not all trees are the same height. Some are very tall, some are shorter, then there are bushes, herbs, and the ground. How does the height of these trees affect photosynthesis? (less sunlight nearest the ground)	2
Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Indep. Practice)		
Describe the layers of vegetation in the forest.	(If there is a wooded lot bordering campus, this would be best accomplished in sight of that. If there are a few trees of varying heights on campus, use them. If trees there are very few trees, use a poster to illustrate point) Begin by repeating that not all trees and plants are the same height in the forest. Begin with the canopy layer. Ask students to describe what kinds of trees will be here. (tallest) How much sunlight will they get? Continue with the understory, shrub, and herb layer. Analyze what kinds of plants will be here and their light requirements.	10
Emphasize that the forest changes.	Ask students if the forest will always be this way. (It will not be). Explain that changes in the environment can change the abilities of certain trees to be in the canopy. Explain that the forest is always changing and that different kinds of trees may take over as it changes.	3
Draw a picture of a few trees in the forest on the board.	Ask students to come forward and label the layer each plant is in.	2
Independent Practice	Give students each a piece of paper. Erase the board and write the names of the forest layers on the board. Tell students to draw a picture of a forest on their paper showing all the layers, then label those layers.	15
Closure (Review, Check for Understanding, Future Forecast, Transition)		
Share posters.	Each student shares his forest picture and tells one layer of the forest that he/she has labeled.	7
Assign homework.	Hand out forest layer worksheet. Read instructions with students and ask them to complete it for homework.	1

Post-Instructional Planning

How will I evaluate student's performance? (Checking for Understanding, Guided Practice, Independent Practice):
Posters and homework
Self-evaluation:

Follow-up to the Lesson:
Review homework at beginning of next lesson.