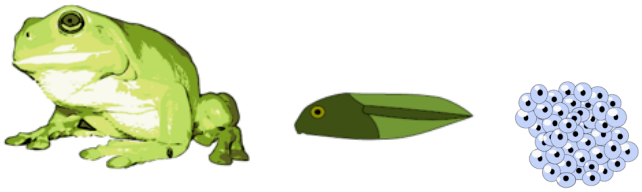
ED 101 Educational Technology Lab – Spring 2011
Boston University – School of Education

LESSON PLAN

Requirement	***Your Answer***
List any teaching help you may have during the lesson	*The classroom teacher and possibly a classroom aid will be able to help.*
Setting (in class, in computer lab, other?)	I will be presenting in the classroom
Technology needed to complete lesson	*I will be presenting using the Activboard in front of the classroom and then we will go over the website in small groups on the Mac computers that are in the classroom.*
Other materials needed	*I will be using a handout that the students will fill in with a picture and a title of the stage in the life cycle of a frog. I will be creating this handout on my own.*
Content Area(s)	*Science*
Title of web site	The Life Cycle of a FROG!
Topic of Lesson	*The Life Cycle of the Frog*
Goals of the Lesson	*The goal of the lesson is that the students will understand that a frog goes through stages of life, and understand what those stages are.*
Three Objectives	*Label the key stages in the life cycle of a frog using illustrations (egg, tadpole, froglet, frog).* *Explain how a frog moves through the stages of life in small groups while exploring the website under supervision.* *Illustrate the life cycle of a frog based on the names of the stages. Students must name the eggs, tadpole, and frog in order to gain full credit.*
Technology standard	Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity. Exploratory Skills and Expectations: Internet and Multimedia ***K-2: 1.9 Explain that the Internet links computers around the world, allowing people to access information and***

	communicate.
Curriculum Framework	➢ Massachusetts Science and Engineering Standards ➢ Life Science (Biology), Grades Pre-K-2 ➢ Characteristics of Living Things ***1. Recognize that plants and animals have life cycles, and that life cycles vary for different living things.***
Introduction of Lesson	*To open the lesson, I plan on asking the students what they know already about frogs. After taking a few comments about frogs, if I don't get a response that involves tadpoles or the life cycle, I will narrow my question to what they know about the life cycle. The students will be sitting at their desks in the classroom and I will be at the Activboard on the website.*
Lesson Procedure, Web Site Use, and Technology Standard	*I will start the lesson by pulling up the website homepage on the Activboard and asking the students what they know about how frogs grow.* *After taking a few examples from the students about the life cycle of frogs, I will pull up the section of my website that has some facts about amphibians in general and where frogs come from.* *I will then explain to the students the step-by-step nature of frog's growth, and show them each page on The Life Cycle section.* *At this point, I will explain to the students that the internet is a large resource compiled my millions of people and it is important to credit those whose work you use. And that the computers and internet allow thousands of people to communicate online.* *I will then ask the students what they already know about the Internet. I will ask how it is similar to and different from books, emphasizing that anyone can post anything and that, as users, we must be critical thinkers of information.* *I will then show the students a video on the life cycle of frogs.* *At this point the whole class activity will commence, and throughout the day I will work with small groups of students on the Mac computers to complete the handout while looking at the website.*
How will students be assessed?	*I will be creating a worksheet that on one side will have pictures of the life cycle of a frog that require the students to fill*

	in the names of the stages, and on the other side will have empty boxes for illustration which are labeled with. This sheet will be completed while they are working in the small groups on the computers after the main lesson and will show that they understood how the frog grows.
How will you know if students have met the objectives stated above?	*Label the main stages in the life cycle of a frog through illustrations (egg, tadpole, froglet, frog).* **On the first side of my handout the students will label illustrations of the life cycle of the frog with their correct names.** *Explain how a frog moves through the stages of life.* **During the time that the students are filling out this worksheet, I will be discussing the lesson with them to make sure they understand and can explain to me what they have learned.** *Illustrate the life cycle of a frog based on the names of the stages.* **The backside of my worksheet will be a labeled life- cycle that will need to be illustrated by the students.**
Web-based Quiz	*Which of these is NOT one of the life stages of a frog?* ***a) Egg*** ***b) Fish*** ***c) Tadpole*** *True or False: Frogs start as eggs.* ***a) True*** ***b) False*** *The tadpole lives…* ***a) In the water*** ***b) On the land*** ***c) Under the mother frog*** *Which of these images displays the tadpole?*  *True or False: Frogs are amphibians?* ***a) True*** ***b) False***