Food Chain Lesson Plan (Impact on Student Learning Assignment)

Cover Sheet

Class Information:
   First Grade
   11 girls
   9 boys
   1 student on an IEP (Physical disability)
   4 students receive ELL services

Unit: Food Chain
   Lesson 1: Create Kid Pix version of classroom aquariums
   Lesson 2: Introduction to food chain
   Lesson 3: Food Chain journal page and food chain of dinner
   Lesson 4: Don't Laugh at me with connection to food chain

Two Lesson Plans

Two Lesson Plans

Two consecutive lesson plans from the food chain unit

Lesson two: Introduction of the food chain
Lesson three: food chain journal page

Pre-post Assessment Instrument

Assessment Instrument

Name: ______________________________________

Draw a food chain with at least two organisms.

2 points for each organism (points are only given for the first two organisms)
1 point for an arrow connecting organisms
1 point for an arrow that is pointing in the correct direction

Data Chart

Data Chart and Analysis

Data Chart and Analysis
Learned from Pre-test:

- The class did not know how to draw a food chain. The received a 0% as a class.
- There is not a significant difference between male and female students
- All students scored equally. Therefore all the students receiving Ell services and special education services attained the same score as every other student.
- I need to define a food chain
I need to explain why organisms are placed in certain spots on a food chain.
I need to explain which way the arrows go on a food chain.

Learned from post-test:
- 19 of the 20 students scored 100%
- 17 of the 20 students did more than the expectations. These students created more elaborate food chains that included more than two organisms.
- There was a 114 point gain within the class.
- There was no difference between scores of students receiving Ell services, students receiving special education services, or a student receiving no extra services.
- The one student that scored lower than 100% missed half of the lesson. He was out of the classroom due to a half hour reading recovery session.

Before Teaching next food chain lesson:
- Review definition of food chain
- Review why animals are placed in certain spots on a food chain
- Review arrow direction

Attachments Data_Chart_and_Analysis.doc

Reflection on what you learned.

Reflection
Answer each question by keying in your answers after each question.

- What did your students know about the topic or concept before you teach the lesson (prior knowledge).

  My students did not have the prior knowledge on food chains. They were not even able to draw anything. Most of the papers I received on the pre-assessment only contained the student's names. The students did not even know what a food chain looked like. I was surprised that the students haven't even seen a food chain. Due to the lack of prior knowledge on this subject, I was able to start fresh I felt relieved that every student would learn something new from the lesson.
• Describe what you learned about the prior knowledge/skills/abilities of the students in your class as individuals and as a whole group based on your pre-assessment data. Did you see any patterns of similar student scores (low/high -- male/female)?

My results from the pre-assessment did not provide any patterns throughout the scores except for the fact that every student scored low. The pre-assessment proved to be a challenge for the students because this was a new topic. This topic was not taught in Kindergarten or first grade. If students had prior knowledge, they needed to learn the material outside of school. I did think that there would be a few students that would come with prior knowledge, but I was wrong.

• Describe any adjustments or modifications you made in your lesson plans based on the pre-assessment data to make your lesson better matched to learner needs. Think of a time during your lesson when a student’s learning or response caused you to modify your plan.

I changed the lesson plan a lot because of the pre-assessment. I was going to teach the students about the food chain and we were going to use the terms producer and consumer. Once I gave the pre-assessment, I decided that we would not get into producer and consumer until after the students fully understood what a food chain was and how to make one. I am glad I did not introduce those concepts that day.

During the story, One of the students asked what would happen if the arrow pointed the "other way". She was trying to ask what would happen if the arrow was pointed in the wrong direction. I had her come up and draw a food chain on the whiteboard. Then I drew the same food chain with the arrows pointing in the wrong direction. As a class, we talked about the two "different" food chains. We talked about why they were different and what the arrows meant. Needless to say, after that student asked the question, the students understood why the arrows had to face in a certain direction.

• What did this comparison tell you about individual student learning? Did any groups of scores follow the pattern of the pre-assessment -- low/high, male/female, etc.? Did the students meet the learning objectives for the lesson?

I was very surprised that all but one student mastered the assessment. They were very involved in the lesson. I thought that some of my students that receive ELL services would rank lower than they did. I often pull them aside and reteach them the basic concepts of a lot of lessons. I am very happy that they were able to understand the thick scientific language (at a first grade level). Obviously, the one student that missed part of the lesson will need some one on one time to review the concept. I don’t expect a student that was not in the room to meet the expectations. The students did meet the learning objectives of the lesson.

• Describe how you will structure your teaching of the next lesson. What did you learn from this assessment that indicates you need to make changes before you teach the next lesson?

I did a lot of restructuring of the lesson after the post assessment. I was originally going to spend a good amount of review time on the lesson that we took the assessment on. However, I realized that my students would not need a lengthy review. Instead, I had a short review of the concepts. I did pull the one student that scored a 0%
on the post test and I re-taught the basic concept. Once we reviewed he was able to get 5 out of six points. He was still having trouble with the direction of the arrows. We are reviewing this in upcoming lessons, so I am not concerned.