## Co-Teaching Lesson Plan

	osgrove	Teacher	2: J. B	ergeron
Co-Teaching Approx	ach(es): Place an <b>X</b> or a x Parallel Tea One Teach,		Teaching	x Station Teaching
Subject: Biology	Topic/Le	sson: Scientific Investi	gation	Date: Sept 2017
Standard(s): Bio.1 a-g,k	,l			
Lesson Outcomes: The s science by planning and		•	scientific reas	oning, logic, and the nature of
Materials Needed:  • Multiple sets of eight index cards, each card having one of the eight steps of the scientific process written on it, as follows: 1. Ask questions. 2. Conduct background research. 3. Collect observations. 4. Identify variables. 5. Formulate a hypothesis. 6. Design an experiment. 7. Analyze the data. 8. Draw conclusions. • Live earthworms, crickets, or pill bugs • Variety of items to be used to simulate environments, such as black construction paper, toilet paper tubes, wet paper towels, heat lamp, pine shavings, mulch • Copies of the two attached handouts  Vocabulary: constant, control, dependent variable, hypothesis, independent variable, inference, observation, qualitative data, quantitative data, stimulus, trial				
Lesson Component	Teach	er 1		Teacher 2
Anticipatory Set	Teaming: students w problems they have er	, ,	Teachers following this	will team-lead discussion warm-up
Co-Teaching Approach:				
Co-Teaching Approach:  Lesson: Activities/ Procedures  Stations1 teacher will stay at Station 3 to guide the creation of concept/comparison table and 1 teacher will monitor the other 3 stations.	Station 1 Introduce 8 process using index those processes. Studin the correct order. Station 2 using discussed in warmup solve. Station 3 students comparison table for dependent variables	cards labeled with dents will order them everyday problems use scientific steps to will create concept	live earthword instruct there inferences all list observation made regar students here organisms	rovide groups of students with rms, crickets, or pill bugs, and not to make observations and bout the organisms. They must ions/inferences that they have rding the organisms. Ask ow they can tell that the are alive and how the ehavior ensures their survival.

Guided/Independent Practice Parallel teaching  Co-Teaching Approach:	Both groups will begin to develop their own experiment/lab protocol by selecting a stimulus to answer the question: What is the effect of on pillbug behavior?	One group will have a guided lab report, one group will create their own lab report format, depending on readiness/ability. Both groups will complete the question, hypothesis, list of materials, and procedure. The experiment will be completed during the next class.
Closure	I Am Who Is? activity for assessment. Directions: This is a whole class activity. Give each pair of students one card. Select	
One teach, one observe	one pair to begin by reading the "Who is?" question on their card. The pair who has the card with the answer will then read their entire card. Continue the process until	
Co-Teaching Approach:	the pair that began answers a question. Then, have pairs exchange cards, or involve other pairs who have not yet participated, and repeat the activity	
Formative Assessment Strategies	The above activity is a formative assessment closure activity	
Co-Teaching Approach:		
Homework	If lab protocol is not complete, it must be done for homeworkteacher must approve before the lab can be done.	
Specially Designed Instruction and Accommodations, Modifications for Specific Students	We will use heterogenous groupings for station activities. Students who need more structure will be in the guided lab report group for the second half of class.	
Notes:		