UF CPET Action Plan Template

Date submitted: 7-17-2015

Teacher(s): Morales, Miguel

School(s): Lake Worth Middle

Grade(s): 8

Subject(s): Science

Title of Project: Tree of Life

Goal of Project: Students will learn about the Tree of Life and use it to better understand Scientific Theories (i.e. theory of evolution) and how Life is classified and named.

Day 1: They will do a card sort to investigate and come up with conclusions on their ideas about how life might change over time. They will then investigate actual phylogenetic trees made by scientists in the field w/ the teacher. After that, the students will be put into groups with me and more into and asked to collaborate to make a phylogenetic tree.

Day 2: Students will read parts of McFadden article and analyze what is happening to the ideas in science (changing from orthogenesis to phylogeny). Students will then be asked to reflect on how their thinking has changed.

UF connection: Use many of the topics covered to teach a different concept. Have the basis for that concept be the tree of life which will later fit into Evolution.
# SINGLE LESSON PLAN

**Teacher:** Morales  
**Content Area/Grade:** Science/6  
**Date:** 7-17-15

### Unit Goal
What unit goal does this daily lesson address?

Students will come to the conclusion that scientific theories are backed by evidence and that aspects of theories can change.

**Domain:** 2, **E44**

### Essential Questions
What essential question(s) does this lesson address?

How does science change?

**Domain:** 2, **E44**

### Connecting Concepts
How will you review yesterday's content and connect today's lesson to it?

It will be connected to the concept of theories in science.

**Domain:** 2, **E14**

### Organizing Students for Learning
How will students be organized today for the lesson's activities?

At first individually then groups then individually again.

**Domain:** 2, **E15**

## LEARNING EXPERIENCES, INSTRUCTION, AND RESOURCES

**Lesson Sequence**

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<th>Activating Prior Knowledge</th>
<th>Explicit Instruction</th>
<th>Group Processing of New Information</th>
<th>Elaborative Questioning</th>
<th>Demonstrating Understanding</th>
<th>Reflection</th>
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<td><strong>DQ2, E8</strong></td>
<td><strong>Card Sort</strong></td>
<td><strong>Jigsaw</strong></td>
<td><strong>Inferential Questions</strong></td>
<td><strong>Reflective Journals</strong></td>
<td><strong>Quiz</strong></td>
<td><strong>Exit Ticket (for Content)</strong></td>
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<tr>
<td>Students will receive cards of similar animal species (some living, some ancestral) and be asked to sort into groups by no prior knowledge</td>
<td>Using the overhead the students will be shown accurate phylogenetic trees of different species and what they did</td>
<td>The students will be put into groups with more cards and more information. They will then read and respond analytically.</td>
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### Resources & Materials

- **ABC Brainstorming**
- **KWL**
- **Anticipation Guide**
- **Card Sort**
- **Think-Pair-Share**
- **Motivational Hook**
- **Lecture**
- **Demonstration**
- **Note-taking Guide**
- **Lab / Inquiry Activity**
- **Inferential Questions**
- **Analytic Questions**
- **Philosophical Chairs**
- **Graphic Organizers**
- **Picture Notes**
- **Flow Charts**
- **Concept Maps**
- **Mnenonics**
- **Graffiti**
- **Reflective Journals**
- **Think Logs**
- **Exit Ticket (Student Learning)**
- **Quiz**
- **Journal**
- **Exit Ticket (for Content)**
- **Response Cards**

**Website(s):**

**Lab Materials:**

**Homework:**

DQ3, E16

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