Template for Lesson Plan

Title of lesson: _____ _____**Mimicry**_____

Name: _____**Jawahir Ahmed**_____ Date: _____**31. Oct.2017**_____

Time: ___**10:45**_____ Location: __**New World American PVT School** _____

STUDENTS ("WHO")	
Grade 3B **16 Students** **6 male _to_ 10 Female Ratio** **Language: Arabic** **Preferred learning style: (Visual, Kinesthetic)** **No Special Needs Students** **The previous lesson was about: Structural Adaptation** **Students Personalities: Quiet, Shy, Talkative** **This lesson is about Using Mimicry to Survive**	*who are they * how many * what ages * What grade * male/female ratio * native language(s) * learning styles (and student intelligences *personalities * special needs * prior learning * how this lesson fits into prior & future learning experiences

GOAL/OBJECTIVE ("WHAT")	
By the end of the lesson, students will be able to: **Learn what is Mimicry.** **Why Animals Use Mimicry.** **How does Animals benefit from Mimicry?** **Example of Animals that use Mimicry.**	*what specific skill or concept would students have learned or experience by the end of the lesson * always expressed in terms of **student learning** * concrete, measurable & realistic * maximum of **three objectives** * include name of curriculum guide & objective numbers when & where applicable * *goals are connected to students*
MATERIALS/RESOURCES/STRATEGIES ("HOW & WITH WHAT?")	
Materials & resources: **Salt** **Sugar** **Two black Scarfs**	*how DAP are the materials & resources? * have all safety & health considerations been taken into account? *remember technology is a tool & is not just limited to computers *incorporate technology when & if it supports &

Technology integration: • **I will use the projector to show them Pictures and a video.** **((In case the Projector didn't work I will Use the Board to write and Draw)).** **Strategies:** • **By using the sugar and the salt I will ask the students to tell me which one is sugar and which one is salt which is difficult to tell from distance and relate that to Animals mimicking and how the test frightens the Animals.**	enhances what you're already doing * do you have a plan B for technology upsets?

ACTIVITIES	

<u>**Engagement:**</u> • **Ask them Do you love butterfly's, and what if All Butterfly's Die?** • **Pick two Girls and let them cover up with the same scarf color, and ask Students which one is Aisha for example.**	what will you do to grab student attention & to generate interest/enthusiasm in the lesson?

Teacher will ...... **Include your open and closed ended questions here** • **Why Animals Use mimicry?** • **Give me An Example of an animal that uses Mimicry?** • **How Does Animals Benefit from using Mimicry?** •	**Students will .....** • **Answer Questions.** • **Compare between Salt and Sugar.**	*description of activities used to meet the learning objectives * articulated in terms of student activity & teacher activity
ANTICIPATED PROBLEMS ("WHAT IF ....?") • **Students Misbehave.**		*list the problems that may occur *anticipate **at least two** problems

((I will Show them that I am Upset and Tell Them If they continue this behavior I will Not pick them to Answer)).	*think of possible ways to deal with those problems when & if they occur

ASSESSMENT ("WHAT DID ?")	
• **After Finishing the Lesson, I will Ask Them Questions and Ask them to give me Examples.** • **Give them a Home Work To Draw two Animals that Use Mimicry.**	*what will you do to assess learning? *what will happen to measure that the goals were met? * how DAP is your assessment? * *my assessments are very tightly connected to my goals*

REFERENCES	
Kids, S. (2015, Nov 9). *Animal Tricksters!* Retrieved from You Tube: **https://www.youtube.com/watch?v=cV0kkFMK2CI**	* sources that you may have used/consulted in building your lesson (includes books, websites, magazines, journals, etc) * use APA citation (refer to *Noodle Tools* when in doubt).