

Lesson Plan

Learning Segment Focus The Five Senses

Lesson 1 of 1

Course & topic addressed Science

Date April 14, 2020

Grade Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will have a better understanding of the five senses and the world around them. They will be able to identify each of the five senses and which body part is associated to the senses.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	This lesson will connect to student's prior knowledge of body parts. Students will have already had several lessons on naming body parts so they will be able to associate one of the senses to a body part in this lesson.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Most students should be familiar with the five senses, but I will have to make sure that all students are aware of what they are before we begin the lesson.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	K-LS1-1: Use observations to describe patterns of what humans need to survive.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Senses, sight, hearing, touch, taste, smell
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	In order for the students to understand the vocabulary and main points of this lesson, I will read them a story, play a song, do an activity, and have them work in groups and individually. This will hopefully help reinforce the lesson in multiple ways.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smart Board, The Five Senses book, Five Senses song, Five Senses worksheet, chart paper, markers, crayons, oranges (all worksheets and videos are on my padlet: https://padlet.com/brittneymcurran/m398h6vbr5oebup3)
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	N/A

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	Independent Work (15 minutes)	<p>After students have their chart paper finished, they will present their sense to the class for the last few minutes.</p> <p>For independent work, students will have a worksheet that asks students to draw the senses. They will draw one thing for each of the senses. (For example, one of the pages says: "We use our ears to hear. Draw something you hear at the zoo." Students will most likely draw an animal that they hear at the zoo)</p>
5 minutes	<p>Closure:</p> <p>Review (5 minutes)</p>	<p>To close out the lesson, I will have the students review the five senses. I will have a picture of a body on the smart board and I will point to one of the body parts that is associated with one of the senses and have the students call out which sense is associated with that specific part.</p> <p><i>For example, if I point to the nose, students will say "smell."</i></p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>I could have advanced students write the names of things that go with each sense along with their drawings of these objects.</p> <p>I could provide struggling students with one-on-one assistance when they are completing their independent work.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Visual learners will benefit from this lesson by seeing the chart with different senses matched to the body parts and by doing the drawing worksheet.</p> <p>Auditory learners will benefit by listening to the song and hearing the story read to them.</p> <p>Hands-on learners will benefit by doing the senses activity with the orange.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>The students will be graded on their independent work where they draw something for each of the senses. As long as what they draw is something that is sensed by each of the 5 senses, they will get full credit.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>I will grade student's group presentations by their ability to include all three things I was looking for.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	<i>TO BE FILLED IN AFTER TEACHING</i>
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Lesson Reflection/Evaluation

What went well ? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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