

Name Bailee Farmer

Lesson Plan Template

Lesson Segment Focus The Five Senses

Lesson 2 of 2

Course & topic addressed Science

Date 10/22/18 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Integrating a scientific topic into a collaborative research project with a technology component
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have briefly been introduced to the five senses and what each sense means
Knowledge of students background (personal, cultural, or community assets)	Teacher should be familiar of any students having a personal condition that affects any of their senses. For example, if you have a deaf student, he or she will need a modification for the hearing sense

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	RI.2.3- Describe the connection between a series of scientific ideas or concepts.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Students will need to understand the key academic language in order to meet the intended outcomes for this lesson. Pictures of the senses will be posted with their printed word to help students make connections. Students will also receive a hand out with this information- students with a varying level of language development will be provided with a copy in their native tongue and be allowed to utilize the resource during independent work activities.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Taste, Touch, Smell, Sound, Feel, Ear, Mouth, Hand, Eyes, Nose, Describe
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Materials

Materials needed by teacher for this lesson.	Smart Board, Slide Show Template, Blindfolds for students, Sensory Objects (Slime, Sour Candy, Rocks, Flowers, Noise Makers, etc.)
Materials needed by students for this lesson.	Laptops with access to the slide show

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
3 mins	<p>Introduction: Introduction Question and APK</p>	<p>I will ask the class if anyone can name all five senses Briefly review what each of the five senses does, as this should be a review</p>
60 mins	<p>Instruction:</p> <ul style="list-style-type: none"> • Pull up slide show • Tell Students to pull up slide show • Pass out senses handout while the students are pulling up the slide show • Let the students come up to the sensory object table one group at a time to explore • Once everyone has explored the table, we will go through the slide show as a group • When we get to the Popcorn Investigation I will stop the 	<ul style="list-style-type: none"> • I will guide the students through how to pull up the slide show (They will have access to view but not to edit) • While the students are pulling up the slide show I will pass out the five senses handout for the students to reference to • I will have all of the sensory objects on a table monitored by me • I will allow each group to come up and explore the objects with the five senses question in mind • After everyone has explored the five senses table, we will go through the slide show together with whole group class discussion • I will Pop the popcorn while students are inferring about the popcorn • Then we will finish the slide show together

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	slide show and pop the popcorn, then come back to the slide show to finish	
2 min	Closure: Students can eat their popcorn and complete an exit ticket	<ul style="list-style-type: none"> Students can eat their popcorn and complete an exit slip with their favorite sense on there and their favorite thing to do with that sense

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>Students who are not grasping the concept in a whole group setting will be pulled into small groups of 3-5 students in order to pin point areas of weakness.</p> <p>If needed, students with IEP or 504 plans will be given an opportunity to complete the assignment with simplified instructions, additional resources, or multiple-choice questioning.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>-Provide a worksheet for students to reference to</p> <p>-Provide a hands-on experience for students to explore sensory objects</p> <p>-Allow students to work in small groups and conversate with classmates</p>
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Assessments: Formative and/or Summative

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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>