

Lesson Plan Model¹

Lesson Title/#: The life Cycle of a Butterfly

Grade Level: First Grade

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>Students will be able to identify the sequence of a butterfly’s life cycle.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>RI.1.2 RI.1.7 RI.1.10</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>The specific learning goal for students in this lesson is for them to be able to identify the sequence of a butterfly’s life cycle. The Students will be able to think about the life cycle then put the life cycle in its correct order when the lesson is over with.</p>
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary</p>	<p>Students must already know what a butterfly is and where it comes from. It would be helpful if students already knew that butterfly’s first start as eggs, then turn into caterpillars then work their way into a beautiful butterfly.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate’s submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.

to support the learning of the skills and concepts for this lesson?	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u>20</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<ul style="list-style-type: none"> • Draw a KWL Chart on the board • Ask students what they already know about the life cycle of a butterfly. Fill in the “K” column. • Ask students what they would like to learn about the life cycle of a butterfly and then fill in the “W” column. • Then play Butterfly, Butterfly! • Pick out words from the song, such as butterfly, caterpillar, chrysalis, and egg. Include a picture and a simple definition for each word.
<p>Instruction <u>30</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p>	<ul style="list-style-type: none"> • Show pictures of real eggs, caterpillars, chrysalises, and butterflies to the students • Ask students to identify each • Let students come up to the Board and put the picture in the correct category on the board. • I will link the new content to students’ prior academic learning and their personal/cultural and community assets by letting the students tell me about stories of butterflies, and to have them tell me about caterpillars and then connect the two.

<p>to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<ul style="list-style-type: none"> • I will ask the students the life cycle of the butterfly and have them write it down on their paper as I walk around and check them. • If a students is struggling but another students is understanding the lesson I will have the student that is understanding it go help the students that are struggling so that they can engage and help others understand the concept. • I believe most students will understand the concept and write the cycle down or even draw me a picture of the cycle. • I will determine if the students are meeting the intended learning objective by walking around the class and making sure everyone is understanding the life cycle of the butterfly and if they are not I will stop and take more type to explain it.
<p>Structured Practice and Application <u>5</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p>	<ul style="list-style-type: none"> • I will give the students a worksheet and let them fill it in, then I will check the worksheets to make sure everyone is correct. • Students will be able to apply what they have learned in the lesson to by going home and telling their parents or friends about the life cycle of a butterfly.

<p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure <u>10</u> Minutes</p> <p>How will you end the lesson?</p>	<ul style="list-style-type: none"> • I will go through the KWL chart in the board and check off things in the “W” column that the class achieved in learning today. • I will add items to the “L” column to show students what they learned today. • We will then say the life stages of a butterfly as a whole class.
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP’s or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure</p>	<ul style="list-style-type: none"> • I will let students talk in groups at their tables if they are needing help with the worksheet, or if they are just wanting to tell another student about an experience with a butterfly they had.

<p>opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<ul style="list-style-type: none"> • If I cannot get the printer working the day of the lesson and cannot print out the life cycle of a butterfly worksheet we will just draw them on notebook paper.
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<ul style="list-style-type: none"> • Butterfly, Butterfly! By Harry Kindergarten Music • Pictures of real eggs, caterpillars, chrysalises, and butterflies • Life Cycle of a Butterfly worksheet <ul style="list-style-type: none"> • Students will need a pencil and a piece of paper.

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students</p>	
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understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

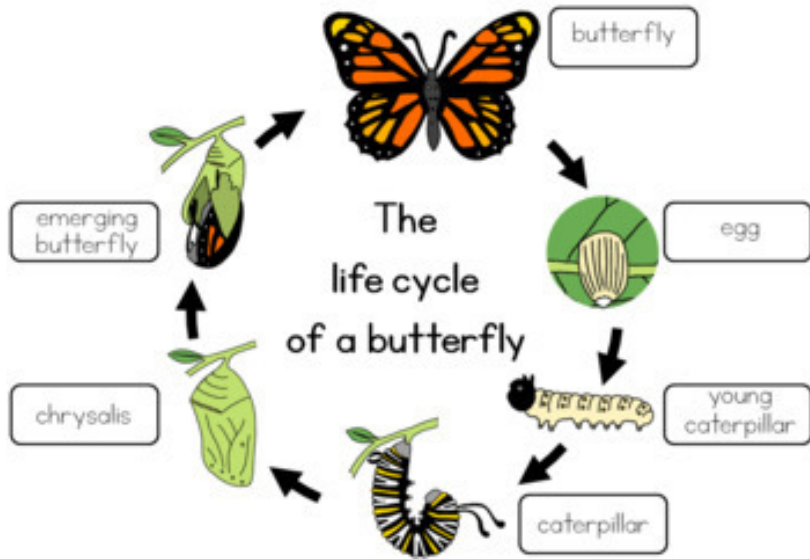
Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.



Worksheet- but the children will have one that isn't filled in.





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