Lesson Plan Template

son Segment Focus____Caterpillars_____   Lesson ___1_____of_____1_____

urse & topic addressed ___Science/Art: Caterpillars_____
e__10/22/18_____ Grade__1st_____

dent Outcomes

cific learning objectives for lesson.	Student will learn about making patterns as they create a caterpillar
cribe the connection to vious lessons. (Prior knowledge udents this builds upon)	We haven't talked about it other than this lesson
owledge of students kground (personal, cultural, or munity assets)	What a caterpillar looks like.

te Academic Content Standards

the state academic content standards which this lesson is aligned. de state abbreviation and number & of the standard.	**1-LS1-1 Use materials to design a solution to a human problem by mimicking how plant and/or animals use their external parts to help them survive, grow, and meet their needs** [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and detecting intruders by mimicking eyes or ears.] **1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.** [Clarification Statement: Examples of patterns of behavi could include the signals that offspring make (such as crying, cheeping, and other vocalizations) or the responses of the parents (such as feeding, comforting, and protecting the offspring).] **1-LS3-1 Make observations to construct an evidence-based account that young plants and anim are like, but not exactly like, their parents.** [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plan are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exa the same.] [Assessment Boundary: Assessment does not include inheritance, animals that undergo metamorphosis or hybrids.]

ademic Language Support

at planned instructional supports might you use to assist	I could use youtube videos to help children understand key academic langua

ents to understand key academic language to express and
elop their content learning?
at will you do to provide varying supports for students at
erent levels of academic language development?

y Vocabulary

t vocabulary terms/content specific inology must be addressed for ents to master the lesson?	Caterpillar

terials

erials needed by teacher for lesson.	White paper Colored Construction paper scissors glue crayons
erials needed by students for lesson.	nothing

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

Time	ng & Learning Activities	be what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of t lesson.
mins	**Introduction**:	I will talk about patterns. How they repeat, and the different types of patterns (color, number,shapes, letters, etc.) I will then have them try to find patterns on their clothes or around the room. Once they understand the basic pattern, that they repeat then I will be ready to teach the lesson.
mins	**Instruction:**	I will have student round the corners of the squares to create circles. Then they need to arrange it in pattern (red, yellow, blue, red, yellow, blue, etc.) or whatever color they want to come first, on the construction paper. I will then check to make sure they have arranged the patterns correctly, they ca then glue them down on the white paper. After they have glues the circles and created a caterpillar tl can then use their crayons to add details, like legs, antenna's. etc.

mins	**Closure:**	After all the students are finished with their caterpillars we will then do a show and tell and let each other see beautiful caterpillars we made.

ommodations/Modifications

might I modify instruction for: nediation? rvention? /504? P/ESL?	.For children that need accommodation, I can have another student help another if they need help. If some students can't use scissors i will cut the paper for them.

erentiation:

might you provide a variety of uctional methods/tasks/instructional egies to ensure all student needs are	I can already have a caterpillar made to show the students what it will look like when we are finished or I can up pictures of them online for the students to look at.

essments: Formative and/or Summative

cribe the tools/procedures that will be I in this lesson to monitor students' ning of the lesson objective/s (include of assessment & what is assessed).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

earch/Theory

tify theories or research that supports approach you used.	

on Reflection/Evaluation

at went well? at changes should be made? y will I use assessment data for next s?	*TO BE FILLED IN AFTER TEACHING*

de supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

pted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-
onPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
/www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf;
/www.uwsp.edu/education/Documents/edTPA/Resource11.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf;
/www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;
/www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx