Name _Bethany Niswonger_

Lesson Plan

Learning Segment Focus__Butterflies_____**Lesson** ____1_____ **of**__1_____

Course & topic addressed _Life Science, Lifecycles_____**Date**__Dec 2, 2020___ **Grade**_K_____

Student Outcomes

Specific learning **objectives** for this lesson.	Students will gain an understanding of the life cycle of a butterfly. They will make a connection between caterpillars and butterflies.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will have an understanding off eggs, caterpillars, and butterflies.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students experience these insects in nature.

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 plants and animals (including humans) need to survive.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Egg, Caterpillar, Butterfly, Chrysalis, Life-cycle, cocoon

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)?**	

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Padlet, computer or tablet, internet
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Padlet, computer or tablet, internet

Lesson Timeline with Instructional Strategies & Learning Tasks

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)
5 Minutes	**Introduction**: Students gather supplies	Students will gather their supplies while I log in to my Padlet and project it for them to view. They will log in to their devices and open the padlet app, in preparation to scan the QR code to access the padlet I have created.
20 minutes	**Instruction:** Students will view the padlet I have created on their device and add to the content.	Students will have an opportunity with support from me to explore the content provided to them, as well as an opportunity to strengthen the content by providing their own information and adding to the Padlet. I will walk amongst my students allowing for assistance and an opportunity to ask questions. I will engage them in the activity with open ended questions to scaffold their learning about the topic.
5 Minutes	**Closure:** I will project the padlet for the class to go over the new information	As a whole class, we will explore the additions to the padlet, allowing students an opportunity to share their findings about the topic. I will also ask for feedback, with a thumbs up or down, for the information that was provided by asking if it was credible or relevant to the topic. The contributors names will be visible, this will help students stay on task and be good digital citizens.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	.I will offer additional support for those who need it by allowing some to work in pairs, or offering my personal assistance.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials,	**Students will have the opportunity to explore content on their own, allowing for them to find appropriate media that suit their needs. I will also ask open ended questions to keep them on task and scaffold their learning.**

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.)	

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

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.**	

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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;
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