**Name:** Emily Hirons

**Lesson Plan Template**

**Learning Segment Focus:** Science

**Lesson 1 of 1 Topic:** Animals  **Date:** 4/22/21 **Grade:** First Grade

**Student Outcomes**

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| Specific learning **objectives** for this lesson. | Students will listen as I read “A Day at The Zoo” to the class.  Students will hear vocabulary terms and learn the meaning.  Students will work as a group.  Students will brainstorm from past knowledge  Students will research to find new information about their assigned animal.  Students will work as a team to put all their information, images, and videos onto a Padlet Board. |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | Students are already very aware of animals, using Padlet to enhance lessons and make them simple and fun, working in groups, and will use their individual prior knowledge to brainstorm ideas with their peers. |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | Learning about different animals and their uniqueness also teaches about cultural assets.  Working in groups with their peers will also be a way to incorporate community. |

**State Academic Content Standards**

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| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | **LS1.A: Structure and Function**   All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)  **LS1.B: Growth and Development of Organisms**   Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)  **LS1.D: Information Processing**   Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)  **LS3.A: Inheritance of Traits**   Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)  **LS3.B: Variation of Traits**   Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1) |

**Key Vocabulary**

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| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | Mammal  Reptile  Amphibian  Fish  Bird  Offspring |

**Academic Language Support**

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| 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)?** | This lesson plan is a hands-on way that children are going to learn the difference between all the different types of animals. They will learn through vocabulary and simply through how their peers present. They will develop new words and adjectives for the animals that they are discovering as well. This is a fun, and effective lesson that allows Academic Language to be heavily supported. |

**Materials**

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| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | “A Day at The Zoo” book  A video Editor Program  Computer  Cup of student’s names to draw for group projects  Projector  Bullet Point Instructions for students |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Paper  Pencil  Laptop  Internet Connection  Padlet Account |

**Lesson Timeline with Instructional Strategies & Learning Tasks**

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| **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)** |
| 15 minutes | **Introduction**:   * Read “A Day at The Zoo” * Ask critical thinking questions * Discuss instruction for the group project | I will introduce this lesson by reading the book, “A Day at The Zoo.” It is very well written and even has a glossary at the back of the book for us to review at the end. This is a great, fun way to start the lesson.  I will act like we are going to have a day at the zoo and will tell hem how we are going to learn about animals and how they are unique.  I will ask key questions about the book to get their mind rolling.  Lastly, I will pass out a bullet point list of instructions for the group activity |
| 45 minutes | **Instruction:**   * Grouped into 5 groups of 3 * Assign animals * Brainstorm * Research * Find images * Facts you already knew   1 Fun Fact   * 1 Difference or Unique Quality * Share all information and findings on Padlet | Students will then be parried into groups of 3. I will randomly draw their names. There will 5 groups and every group will cover all the types of animals (mammals, amphibians, reptiles, bird, and fish).  In every group there will be a notetaker, mediator, and facilitator.  They will be instructed to first, brainstorm what they already know about that animal on a sheet of paper. Then, they will be asked to get their laptops and do their research and take notes on these animals while they discover new things. Next, they will be asked to find 2 quality pictures of their animal. Next, they will find 1 way that the animal is different from all the others. They will write down what they already know about that animal. Lastly, they will write down 1 fun fact.  To make this group project neat and simple, students will create a Padlet board with all their group’s info on it. This will make it easier for us to do the next step. They will share it with me. |
| 30 minutes | **Closure:**   * Create a movie/highlight reel * Each group will present their portion of the movie | In my free time, I will put the information each group came up with and create a movie, so that the next day we are able to learn about everyone’s animal and each group has the chance to present their creation. This will allow students to work as a group as they share what they learned, and the entire class has the chance of learning from one another. This will be a fun, simple, yet effective way to teach students about animals and how they are all unique. Then, at the end of the movie they will be asked if they learned anything from an animal in the movie. |

**Technology Integration**

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| Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the “fit”** of chosen technologies, showing how the content, instructional strategies, and technology “fit” together. | I will be integrating technology in two ways throughout this lesson. First, my students will attach all their brainstorming, research, facts, images, and videos to a Padlet board. My students are very familiar with this website. It is a simple and fun way to allow your students to attach all their work easily.  The second way that I am incorporating technology is through creating a movie/slideshow of all the information my students created with their groups. This allows them to present and learn the concept again and add information from the other groups into their knowledge as well.  Integrating technology is so important. It enhances lessons so well. The ways that I am integrating technology into this lesson plan allows my students to learn the objectives in a fun and simple way. It is allowing them to brainstorm and research and providing a simple way to do so.  These technology choices meet the needs of all my students simply because it is simple and easy to navigate. All students are comfortable with it and it allows every group’s work to be seen easily. These technologies fit well because it is not taking up the entire lesson but simply making it better and run smoothly. |

**Accommodations/Modifications**

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| How might I **modify** instruction for:  *Remediation?*  *Intervention?*  *IEP/504?*  *LEP/ESL?*  (All students who have plans mandated by federal and state law.) | If a child has a visual impairment, I will allow them to sit in the front while all children present.  For all children with anxiousness, I will ask that the groups keep an inside voice so that all children can focus. I am not sure what IEP’s I might have, but I will accommodate in any way that I must. |

**Differentiation**

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| 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.) | This lesson includes a variety of learning techniques. It allows students to brainstorm on paper, with technology, allows them to create, imagine, organize, and work as a team. Every child’s need will be met with the variety of learning techniques. |

**Assessments: Formative and/or Summative**

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| 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 | Through the student’s Padlet boards, I will be able to assess their knowledge and understanding. Also, at the end of the lesson, every child must tell me 1 thing they learned that they did not know before the lesson. |
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**Research/Theory**

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| Explain **connections to theories and/or researc**h (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 want to allow children to do their own research for this project so that they can discover their own theories and research. Research shows that when children do hands on research, they are more likely to remember what they are being taught. |

**Lesson Reflection/Evaluation**

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