

Name ___Kaylee Parrish_

Lesson Plan

Learning Segment Focus _ Structure and Function ____ **Lesson** _____ **of** _____

Course & topic addressed _ External Parts of Animals and Plants

Date _____ 9/15/2020 _____ **Grade** _1st

Student Outcomes

Specific learning objectives for this lesson.	-Students will understand that organisms have special characteristics and body parts to help them survive. -Students will explain the differences and similarities between animals and plants and what they need to survive. -Students will explore the functions of a plant
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Observing the pictures and watching the videos about the different characteristics of animals and plants and their similarities and differences will help them actually see real life examples and make those connections.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students' knowledge on the differences and similarities between animals and plants and what they need to survive will help them understand how plants and animal have characteristics and their role in survival.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>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)</p> <p style="text-align: center;">Arkansas Department of Education</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<p>Organism Survive Characteristic External Internal Difference Similar Compare Contrast Root Stem Seeds Reproduce Observation</p>
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Academic Language Support

<p>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?</p> <p>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)?</p>	<p>There is some big vocabulary in this lesson, but this is all prepared for and we have previous learned these words, and their meaning. This lesson will put pictures with the vocabulary.</p>
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Computer, smartboard</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Paper, pencil</p>

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)
	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Students will write what they think plants and animals have in common and their differences. • Students will help the teacher create a compare and contrast chart over these similarities and differences. • Students will watch two videos over the characteristics of a plant and animals <p>https://www.youtube.com/watch?v=dkjFa9uoGEk - video for animals</p> <p>https://www.youtube.com/watch?v=p3St51F4kE8 - video for plants</p> <ul style="list-style-type: none"> • Students will then help the teacher construct a list and label the special characteristics of each plant and animal. • Students will see pictures of different types of characteristics 	<ul style="list-style-type: none"> • I will discuss with the students what similar and differences mean and explain that both plants and animals have special characteristics that help them survive. • I will then refer to the classroom rules and expectations, so the students are aware of how to behave. • I will ask them to get out a piece of paper and pencil and write down what they think plants and animals have in common and what is different. • I will then pull up Inspiration on my computer mirror it to the class, they will calmly raise their hand and help me fill out the compare/contrast chart of plants and animals. • Students then will be asked to talk to their table friends about what makes a plant special and what makes animals special? They will have 5 minutes to think and discuss. After the 5 minutes, I will

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)
		<p>call on one student to each group to share their ideas.</p> <ul style="list-style-type: none"> • We will watch two videos about characteristics and importance of plant and animals. • We as a class will create a graphic organizer using Inspiration for all the special characteristics of a plant and animals. Some of these characteristics will be the same and some are different. This graphic organizer and compare and contrast chart will allow the students to have a visual of the similarities and differences of these two beings and their characteristics as well. • As we are creating the graphic organizer for the characteristics of plant and animals, I will explain why these characteristics are important and ask the students why they think these characteristics are important.
	<p><u>Instruction:</u></p>	
	<p><u>Closure:</u></p>	<p>For the closing I will have the students pull out a sheet of paper and list some things they learned today that they did not know before.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>.</p> <p>I will have them draw out a difference or similarity of plants and animals. This lesson really does not need to be modified but will adjust if a student is struggling.</p>
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Differentiation

<p>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.)</p>	<p>I will provide visuals such as a video and using Inspiration as an aid to show the similarities and differences of an animal and a plant. I will also have them build ideas off each other by discussing with their table friends. I will have them write down their own ideas on paper.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>I will have them write an exit ticket about something they learned during the lesson</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

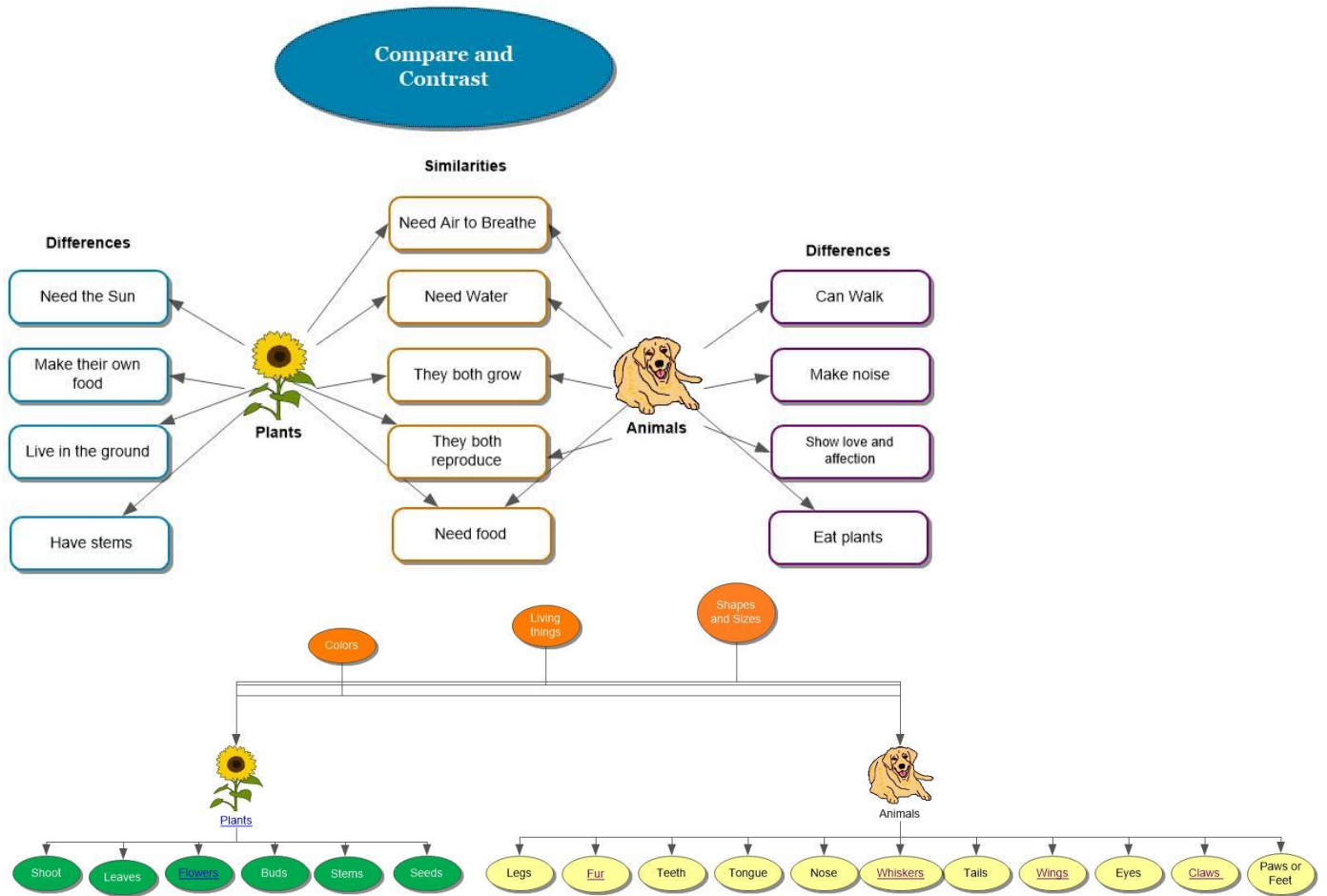
Research/Theory

<p>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.</p>	<p>We will see videos to help the student grasp the concept better and we will see real life pictures of animals and plants to evaluate differences and similarities</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p> <p>Overall, I think it went well! The kids really enjoyed the video and seeing the pictures!</p>
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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>;
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