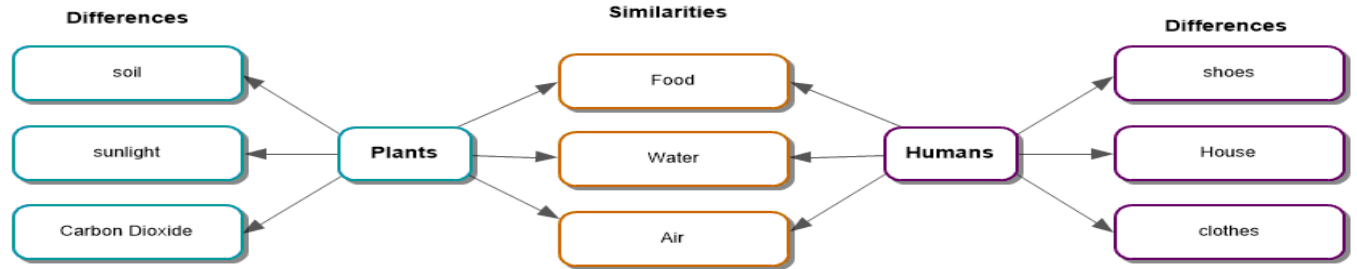




Needs of Plants and Humans



Name: Lillian Cousins

Lesson Plan

Learning Segment Focus ___ Needs of plants vs. Animals ___ **Lesson** ___ 1 ___ of ___ 1 ___

Course & topic addressed ___ Science, Plants and Animals ___ **Date** ___ 2/2/20 ___ **Grade:** ___ K ___

Student Outcomes

Specific learning objectives for this lesson.	The students will see the different needs of plants and animals, and also kind of what makes them different.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The students have learned the needs of plants and they have also learned the needs of animals, so now they are going to find the differences in both and also what they both need.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	With this lesson, students can understand the needs of plants and animals and they can use that in the community. They could help with plants, and not harm animals.

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.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Carbon Dioxide, Oxygen, Needs,
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the	The students are learning how to compare and contrast. They are noticing that just because plants and animals are not the same thing, it does not mean that they do not have some things in common, but
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<p>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)?</p>	<p>they also have some differences. With the terms carbon dioxide and oxygen, I will make it relevant to ourselves. So maybe they can understand the terms a little better. The kids are learning to words and the meaning of the words, they are doing an activity where they have to think about where something belongs, and then they are discussing I with a small group.</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>Plant and animal needs paper printed out and laminated and cut for each table. A magnetic one for me so I can use on the board.</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>All they need is their hands</p>

Lesson Timeline with Instructional Strategies & Learning Tasks

<p>Amount of Time</p>	<p>Teaching & Learning Activities (This should be a BULLETED LIST)</p>	<p>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>
<p>5-8 min</p>	<p>Introduction:</p> <ul style="list-style-type: none"> • Ask the students what does it mean to “need” something • Ask students what Plants need • Ask students what Animals need • Ask them what are some of the things that they listed off that are similar 	<p>The students will be sitting at their tables with their groups and listening to me. They will be called on if they raise their hands and we will have like a classroom discussion.</p>
<p>10-15 min</p>	<p>Instruction:</p> <ul style="list-style-type: none"> • Explain the cards sitting at their table • Explain what they need to do with their cards. 	<p>The students will be sorting the cards with their groups while I am walking around and observing each table. The students will be sorting the cards as either a plant’s need, an animal’s need, or as both of their needs. As they are doing this they are discussing it with the members at their table.</p>

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 min	<p>Closure:</p> <ul style="list-style-type: none"> • Tell everyone to look at the board • Ask them where I should put mine • See what table got theirs right 	The students will be telling me where I need to put the card. This lets me know that they actually did the activity and if they are catching on.

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>If I see a group is struggling or if the whole class is struggling, I will have them stop and then we will all do it together as a class, then I can mix the cards up again and have them do it to see if they are understanding after we did it as a class.</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>They will be able to touch the cards and move them around so it is hands on learning, then they will be discussing it with their table so that is vocal, then when I do it on the board they are getting the visual.</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>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>I would go around and see if how they are sorting them is correct, if they are not then I will help them figure out where it belongs.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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>When students are working together they are getting social interaction and it makes it more fun for the lesson. They will understand it more because they are actually going the grouping and moving around the cards.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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How will I use assessment data for next steps?	
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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>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
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