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Lesson Plan Template

Lesson Segment Focus Life Cycles Lesson 1 of 3

Course & topic addressed Life Science/Life Cycles and Traits

Date April 14, 2019 Grade 1st Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will learn that living things all have different life cycles but some share characteristics even if they are not under the same category.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to know the difference between living and nonliving things.
Knowledge of students background (personal, cultural, or community assets)	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.] LS1.B: Growth and Development of Organisms ♣ Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I will allow them to use their textbook on the worksheet. I will allow them to ask questions after the video has played and will answer all of them if they are appropriate to the topic. I might add links to my website that are helpful to students when learning about the life cycles. I might also find an app on the iPad that is helpful and fun for teaching students the concept.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Life cycle, butterfly, caterpillar, eggs, chrysalis, metamorphosis, tomato, plant, animal, seeds, flowering/budding, grow, reproduce, repeat.
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Materials

Materials needed by teacher for this lesson.	The iMovie that she has created about butterfly and tomato plant life cycles, speakers, computer, projector, textbook chapter over organisms and the life cycles, worksheet.
Materials needed by students for this lesson.	Pencil.

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

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
30 minutes	Introduction: Teacher is standing at projector. Students are at their desks participating in reading the passages.	Teacher will be teaching the lesson by projecting the textbook onto the screen using the projector. Students will be taking turns reading the paragraphs in the chapter or reading it all together.
10 minutes	Instruction: Teacher will be playing the iMovie while the students are watching it. Then, the teacher will ask questions while the students answer them.	The teacher will then tell the kids that he/she has a iMovie that they have created to help the students with this concept. The students will watch and listen to the iMovie to further their knowledge about the chapter and concept of organisms and life cycles. After the students watch the iMovie, the teacher will ask the students questions such as, "How are plants and insects similar?" and "Why do you think that they share these similarities?"
10 minutes	Closure: The teacher will walk around and help the students to complete the worksheet if needed. Students will turn in the worksheets when they are finished, and the teacher will grade them.	The teacher will pass out worksheets to all of the students. The students will complete the worksheets and turn them in to the teacher when they are finished.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I might provide one-on-one help to struggling students. I might reteach the entire lesson in a different way to make the concept more understandable if needed. I might reteach certain parts of the lesson or restate some of the information if the students do not understand.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will answer all student questions. I might have the students do a hands-on activity such as having a class butterfly and watching it go through its cycle or them creating life cycles.
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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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	The teacher will give the students a worksheet to complete after they watch the iMovie.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>