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Lesson Plan

Learning Segment Focus: <u>Identifying Living/Non Living Lesson:</u> <u>2 of 2</u>

Course & topic addressed: <u>Science and Identifying Living/Non-Living</u> Date: <u>09/22/2020</u> Grade: <u>K</u>

Student Outcomes

Specific learning **objectives** for this lesson.	Students will be able to understand the difference between Living/Non-Living items and will be able to group them into the correct category.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students previously learned about different types of plants and animals, which leads to talking about living and non-living things.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students need to be able to identify living and non-living things in the real world. They will come in contact with items all throughout their lives, so it is important to know which is living and which is not.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Standard 2: Living Systems: Characteristics, Structure, and Function Characteristics Kindergarten LS.2.K.1 Classify *living* and non- *living* thing Students shall demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Living, Non-Living, Animal, Plan, Natural, Man-made

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)?**	Students will listen to a book about what is living and what is not. Then watch a video about what is living and non-living. Students can even draw on a piece of paper of what objects are living. Each student will be given 2 buckets labeled "Living" and "Non-Living". I will hand out objects that they will place which ones go into which bucket whether they are living or not.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	2 buckets per student, Book: "What's Alive", Video: "Living and Non-Living Things", Living and Non-Living objects
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Pencils, paper

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 min	**Introduction**: • Have the students sit around the carpet • Ask the students if they are living or non-living • Ask the students different examples of things to see if they know if they are living or non-living • Ask students what they need to survive • Explain what the lesson is covered and what the students will learn	The students will be sitting crisscross applesauce around the carpet with their hands in their laps. I will be sitting in a chair in front of the carpet, but still able to use the dry erase board. I will use the dry erase board to draw examples of what things are living or non-living. I will explain to the students that we will be learning about living and non-living things.
10 min	**Instruction:** • I will play the Living and Nonliving Things video for the students. • I will ask the students if they have any questions about Living or nonliving things. • I will ask for some examples of living and nonliving things from the video to make sure the students understand. • I will begin reading the story of What's Alive.	The students will still be seated at the carpet with their hands in the lap and will raise them once they have a question. I will be sitting in my chair in front of them showing them the video and asking them questions. Then I will read them the story at the carpet.
10 min	**Closure:** • The students will go around the classroom and find a item for themselves that is a nonliving object.	This is when the students will walk around the class to find an object and then come sit back down at their spot on the carpet. I will pick which students to present their object one at a time. They

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)
	• After they find their object, they will present it to their classmates and give a reasoning to why it is nonliving. • I will ask the students what they know about living and nonliving things to make sure they understand the content.	will explain why the object they picked is nonliving.

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.)	For this assignment, I could group the students together to have them help one another if they did not understand it. Instead of one person picking an object, they could be partners and choose an object together.

Differentiation

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.)	Once I realize the students are understanding the concept of living and nonliving, I will move on to talking about the different examples that go beyond living and nonliving things.

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	Questioning what the students learned from the video and story that was read to them.
	☐ Formative /☐ Summative	The students looking at the diagram of living and non-living things
	☐ 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.**	As the students learn about living and nonliving things, they are learning to group items together. This is similar to Cognitive Learning Theory because the students are trying to differentiate things from one another. They will be able to look at any item and know if it is living or non living.

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.