

Lesson Plan Model¹

Lesson Title/# Scientific Observations

Grade Level: Kindergarten

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	The central focus for the content in the learning segment is observation and connecting patterns.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	Scientists look for patterns and order when making observations about the world. (K-LS1-1)
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>Students will learn how to look for and recognize things to be able to make an observation.</p> <p>For students to recognize their ability to absorb what is around them, and to make connections and patterns with the things that they observe.</p>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	Students will need to have some knowledge in making observations prior to this lesson even if they do not understand that they are making observations when they do so.

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Common errors might include students not describing something with complete accuracy. I will address these by making sure the student understands the correct way to describe whatever it might be.</p>
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>To start the lesson students will go outside and be asked to name some things that stand out to them.</p>
<p>Instruction <u>15</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<p>To engage students I will start by asking them questions about things they notice around them each day and give them a chance to share, before going outside to make their observations.</p> <p>To link the new content with what the students already new, we will make a compare and contrast diagram on the board, and compare what we discussed before the observation lesson and after.</p>

<p>and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application <u>10</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Each student will have the option to state something that they observed and what stood out about that thing to them and why they noticed it.</p> <p>Students will apply what they have learned by making observations and reporting those observations to me.</p> <p>As a class we could make a diagram on inspiration instead of having one made in advance, so that the diagram is specific to what the students report back to me.</p> <p>I will determine if the students are meeting the intended learning objectives by doing an informal assessment at the end of the lesson.</p>

<p>Closure ____2____ Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by, asking students if they have any more that they would like to add to the lesson and sharing to them what I noticed when we were making our observations.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i> To help students with knowledge gaps I will provide assistance and as much one on one time with this students as possible to get them up to speed on where they need to be.</p> <p><i>Students with IEP's or 504 plans:</i> Make accommodations or modifications according to the student's needs.</p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i> Correct and ensure that students understand</p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students could discuss their observations in groups and take turns sharing.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If it rains this could change how it is supposed to go. It would not be as enjoyable for students but they could make their observations from inside of the classroom.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	<p>The learning tasks are appropriate for my students because it is from the kindergarten standards for Arkansas.</p>
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>The students should not need any materials for this lesson or the teacher other than computer and white board.</p>

Academic Language Demand(s):

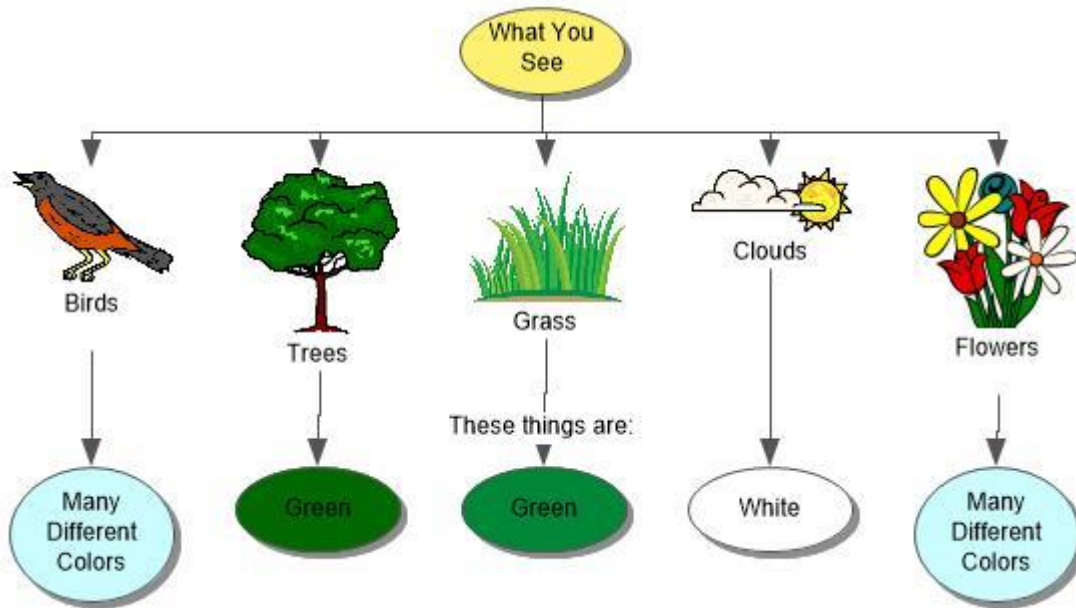
<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	<p>In this lesson students must be able to communicate their thoughts to others.</p> <p>Students must understand what they are seeing in their environment around them.</p>
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	<p>Students will need to understand and know descriptive words.</p>

What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	Students will need to listen to instruction and speak to peers and the teacher.
What are your students' abilities with regard to the oral and written language associated with this lesson?	Students will need to orally share what they have observed and what they think about the things they observed. Will also be asked to make connections from what they remembered before observing and what they noticed after observing.
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	I will support my students by correcting and teaching when students may not appropriately use the language function associated with meeting the demands for this lesson.

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?
Informal	Students will relay to me the information that they have observed		The assessment allows me to be able to tell if students understand what it means to make an observation and how well they can describe the items they have observed



Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p>	<p><i>Whole class:</i></p>

<p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.