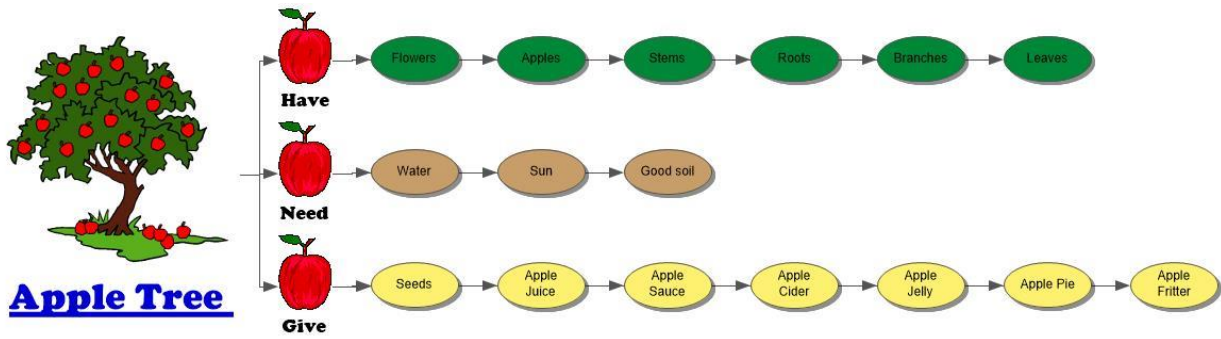


Name: **Madison Hardin**



Lesson Plan

Learning Segment Focus: Science about Apple Trees
Course & topic addressed Science

Date: 09/01/2020

Lesson 1 of 5
Grade: K

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to answer questions about a text.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students have been introduced to fiction and non-fiction books recalling details from the stories. Students can use pictures as clues in fiction and non-fiction books. Students have been using sorting activities in math. Students have learned how to spell color words: red, yellow, and green.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students need to be able to listen to a book and regurgitate the information from the book that was read to the them.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RL.K. 1 I can answer questions about a text. RI.K.4 I can ask questions about words I don't know in a text. RI. K.7 I can use the pictures as clues to understand information in a text.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Orchard Sort Delicious
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Academic Language Support

What is 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) ?	The academic language provided from this book will allow the students to expand their vocabulary. The vocabulary does not just have to do with apple trees these words can be used for many different situations. The students do an activity with one of the vocabulary words.
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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>Apple Farmer Annie (author: Monica Wellington) Graphic organizers (Apple trees: have, need, give) Writing materials (students will write about their favorite apple after tasting red, yellow, and green apples) Red, yellow, and green apples cut up ready to taste. You Tube video of apple orchard. https://www.youtube.com/watch?v=-X2O-ojLoNs</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>The students are going to need apples to taste. Apple tree writing sheet. Pencil and crayons.</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)
10 minutes	<p><u>Introduction:</u> Invite predictions about the book Set purpose for learning <u>Book: Apple Farmer Annie</u></p>	<p>Before reading the teacher will introduce the graphic organizer. Before the teacher starts reading the book, they will ask their students to make a prediction about what the book will be about based on the title and the front cover of the book. Teacher will be reading the book while students are engaged and listening for key details such as what apple trees have, need, and give. The students will be sitting on the carpet during instruction time.</p>
20 minutes	<p><u>Instruction:</u> <u>During the reading</u> Provide opportunities for student to develop concepts and vocabulary Use appropriate questions to guide students Model fluent and expressive reading <u>After the reading</u> Discuss the meaning of the story Confirm or disconfirm predictions from the story Discuss the vocabulary words <u>Video: Virtual tour of Apple Orchard</u></p>	<p>While the teacher is reading the book, the students are supposed to be looking for what apple tree have, need, and give. Every few pages the teacher will ask a few questions to make sure the students are listening to the book. While reading the book she points out three vocabulary words. Then when the teacher is done reading the book, she will go over three vocabulary and ask different question for each one. For example, delicious is one and she could ask the question what is delicious to each specific student. Then she will ask for the students to raise their hand if their predictions were right and if they were not. She will not discourage the predictions that were wrong. After talking about the book, the teacher will then get on her computer and project her screen to show a You Tube video of an apple orchid. https://youtu.be/-X2O-ojLoNs</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)
20 minutes	<p><u>Closure:</u> <u>Graphic organizer</u> <u>Hand out worksheet that the students will fill out about what is their favorite thing that an apple tree makes</u></p>	<p>Students will participate in filling out the graphic organizer. After filling out the graphic organizer as a class the teacher will hand out worksheets that will have an apple tree at the top and a space to draw and write about what their favorite thing is that an apple tree produces.</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>The worksheet that the students would receive would already have sentence wrote out but there would be blanks for the students to write in whichever food they choose. Before these students started on their paper the teacher would ask which is their favorite and write it at the top so that the student would be able to spell the word correctly.</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>When the students are provided with the worksheet they will then go back to their desk, before the students start working, I will show them an example that I have already completed. The students will be able to look up at the example the entire time they are filling out their worksheet.</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>The formative assessment for this lesson is a worksheet that the students would show that the students understand what delicious means and the students had to pick a choose out of the graphic organizer that the classroom filled out together.</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>Students learn differently and so not only will the teacher need to teach verbal but also visual. So the teacher can make sure that each student is getting the information needed.</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>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activity's 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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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

Apple Tree Graphic Organizer : have, need, give

