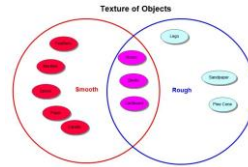


Lesson Plan Textures



Lesson Title/#: Textures, Arkansas state standard 2-PS1-1

Grade Level: Second Grade

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>The focus is to teach children the different textures of things. Let them discover things on their own so they are able to do it on their own in the future.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>2-PS1-1 “Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.”</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies¹ What are the specific learning goal(s) for students in this lesson?</p>	<p>At the end of this lesson children should be able to easily put random objects into two labeled groups. Even if it is not about textures they should still be able to understand</p>
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson?</p>	<p>Students should already know what the objects are.</p>

¹ 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>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>	
<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>	

Instructional Strategies and Learning Tasks

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

<p>Launch _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>It will take the students 15 to 20 minutes for the students to put their objects into groups.</p> <p>I will put all of the objects in front of them and let them touch them before explaining to them what we are going to do with them.</p>
<p>Instruction _____ 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)</p>	<p>It will take 5 to 10 minutes for me to tell the students how to conduct their experiment.</p> <p>They will do the experiment their selves there for learning on their own and gaining a better understanding.</p> <p>I will explain to them that things can be put in different catoriges besides color like we talked about yesterday.</p> <p>I will ask them what kind of objects are in front of them. I will ask them why they put something somewhere.</p> <p>I will let them work in groups, so they can feed off of each other and learn together.</p>

<p>to students' prior academic learning and their personal/cultural 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>They will take their objects and put them into two groups. Rough or Smooth. They will have a Vin Diagram and they will write the name of the object where each of them goes. They will put each one in each category and if it is both they will put them in the middle.</p> <p>If they put all the objects in right place I will know they understand.</p>
<p>Structured Practice and Application _____ 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</p>	<p>I will have a few extra question from things in our classroom and ask them where they go in our graph and see if they can answer it correctly to apply what they know.</p> <p>I will test them this way to know if they have fully understood what we did.</p> <p>This will take about 5 minutes</p>

the intended learning objectives?	
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	I will reiterate the questions at the begging and ask if they were right about what they thought the objects were.
<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></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></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</p>	I will put the students into groups of three or four. I will let them help each other figure out where they go in their categories.

<p>when forming groups?</p>	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The children may get done with this activity quickly, so I will be making up another pie chart to help fill up space and give them more exposer to the topic at hand.</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>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>I will need feathers, marbles, spoons, paper, candles, rocks, shells, cardboard, lego, sandpaper, Inspiration, and the pie charts.</p> <p>They will need a Chromebook and inspiration.</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>What content specific terms (vocabulary) do students need to</p>	

support learning of the learning objective for this lesson	
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?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
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?	

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?

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>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></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.