

## Lesson Plan Template

<b>Grade:</b> first grade		<b>Subject:</b> science	
<b>Materials:</b> Computer, smart board, envelopes with the bird cards in it.		<b>Technology Needed:</b> mystery science program pulled up on smart board	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input checked="" type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> 1LS3.B: Variation of Traits -Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways		<b>Differentiation</b> <b>Below Proficiency:</b> The way I pair up students will be with a highflyer to help the student to understand the concept and how the animals compare. As I am listening to the students, I will be sure to listen in and see if I can step in to see if there is more explaining that I can do.  <b>Above Proficiency:</b> These students will be able to help teach the below proficient students by being paired up with them. This will help test their knowledge and understanding of the concept.  <b>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</b> Auditory Visual Tactile	
<b>Objective(s)</b> Students will be able to identify different traits between babies and their parents by looking at different examples to compare the animals.  <b>Bloom's Taxonomy Cognitive Level:</b> Analyzing			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>I am going to have the students paired up before hand</li> <li>Going over expectations before letting them move from their tables</li> </ul>			
<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>Go over expectations before letting them go to do the activity.</li> <li>They are going to have their listening ears on and no talking unless they are called on</li> <li>Having the students paired up based on their academic skill</li> <li>Make sure they are using materials properly</li> </ul>			
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Have mystery science pulled up on the board</li> <li>Have the envelopes ready for the students</li> <li>Have pre partnered students ready</li> </ul>		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>Have you ever seen a baby animal with its parents?</li> <li>Not all parents and their babies look alike.</li> <li>Today we are going to watch some videos about baby animals and their parents and then we are going to do an activity at the end.</li> </ul>		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>Watch the video and discuss the questions at the end             <ul style="list-style-type: none"> <li>What do you see about the mother and the baby that is different?</li> <li>What do you see about that is different?</li> </ul> </li> <li>Watch the second video and discuss the questions.             <ul style="list-style-type: none"> <li>Which baby animal goes with what parent?</li> </ul> </li> <li>Watch the third video and do a turn and talk with their table partners             <ul style="list-style-type: none"> <li>What is the same about the baby and the mother?</li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li>○ What is different about the baby and the mother?</li> <li>● How can we match a baby and its parents?</li> <li>● What features do we look for on the baby bird?</li> <li>● Now we are going to watch a video explaining our activity so listen carefully</li> <li>● Skip the find a partner video.             <ul style="list-style-type: none"> <li>○ I am going to get you guys into partners</li> <li>○ I want you to go with your partner and go find a spot in the classroom where you guys can work but can still see the board.</li> <li>○ Partner the students off</li> <li>○ Have them find their spots.</li> </ul> </li> <li>● Play the example video             <ul style="list-style-type: none"> <li>○ Talk with your partner about which traits the baby bird shares with the different parent birds.</li> <li>○ Then bring them back as a class to decide what bird is the adult</li> </ul> </li> <li>● Discuss as a class the different traits that the baby bird and the adult bird share.             <ul style="list-style-type: none"> <li>○ Now let's play the video to see if we are right.</li> </ul> </li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>● Now when I say go, I need one person from each group to come get the three envelopes. When you get the envelopes make sure we don't open them until I say.</li> <li>● You can now go open your envelope A but only envelope A</li> <li>● Now you and your partner discuss the traits and decide what bird is the correct parent.             <ul style="list-style-type: none"> <li>○ Don't blurt out the answer when you get it</li> <li>○ Give me a thumbs up when you and your partner have decided on your answer.</li> </ul> </li> <li>● When the kids are done             <ul style="list-style-type: none"> <li>○ I want you to hold up one finger if you chose one and two fingers if you chose two and three fingers if you chose number three</li> <li>○ Skip the circling video</li> <li>○ Call on one child to discuss why they decide what they decided.</li> <li>○ Number 1 is the answer to Cards A</li> </ul> </li> <li>● Play the next video             <ul style="list-style-type: none"> <li>○ Open card B and discuss with your partner what animal you think matches</li> <li>○ When you are done give me a thumbs up.</li> <li>○ Like card A discuss with the students their choices.</li> </ul> </li> <li>● Skip the circling video</li> <li>● Play the answer video             <ul style="list-style-type: none"> <li>○ Answer is number 2</li> </ul> </li> <li>● If time allows you can do challenge C but if not go to ending video             <ul style="list-style-type: none"> <li>○ Answer is number 3</li> </ul> </li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● Review video and discuss             <ul style="list-style-type: none"> <li>○ Why is it important to look at all the animal bird traits?</li> </ul> </li> <li>● After discussion have the students put the cards in the envelopes and bring them back up to me and move on to next activity.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          The activity where they have to look at different features of the birds to decide which baby matches with the parent</p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          The students will finish up the whole unit and then do an activity to test their knowledge.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          This was engaging, and the students were disappointed that we had to be done with the activity. This lesson went well in terms that it was engaging, and the students learned the content. The students learned the traits to look for to compare the baby animals and their parents. They learned that not all baby animals look the same as the parents. They can compare the animals to see which parent has which baby animal. I knew that they learned this content from the activity that we completed at the end. The students were given an envelope and they had to look at all the traits to decide which one goes with what parent. The students really liked this activity and wanted to do the last one, but we had ran out of time and we had to move on. What changes I would make is to double check and make sure I have all the materials. I looked in some of</p>	

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the envelopes that my practicum teacher had and there were pictures in there but there were not pictures in all the envelopes. I had to think on my feet and change up the groups of students I had. This was not that big of deal because the students had transitioned well for it. It would have been nice to of had smaller groups. Another thing that I would try and do is to make sure there is enough time for the students. The students didn't get complete the last activity because there was not enough time. The students were disappointed about this.