

EDU 334 Modified Lesson Plan Template

Grade: kindergarten	Subjects: (S/E and content) Science
Standard(s) (both S/E and content) KESS3.A: Natural Resources: Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.	Objective(s) (both S/E and content) Students will understand the plant life cycle by watching a video and making a “crown” that shows the steps of the plant life cycle.
Targeted Vocabulary: Seed, sprout, plant, roots, life cycle, flowers, and other types of plants.	Reflective Questions (will be weaved throughout implementation of the lesson) What does a plant need to grow? What is the first thing that happens to a seed? What were the steps you did when planting your seed? What are roots of a plant? What kind of plants have you planted? What are the steps to the plant life cycle? How is a flower different from the radish you guys planted?
<i>*Lessons can be written in bullet point/notes format with brief descriptions of processes and procedures.</i>	
Minutes	Set-up/Prep: <ul style="list-style-type: none"> • Pull up the plant video • Lay out materials for students
Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Ask students about the plants they planted previously • Ask them what plants need to grow • Explain to the students what we are going to do to remember the plant life cycle. 	
Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Start off by showing students the video on the plant life cycle. <ul style="list-style-type: none"> ○ Pause in the middle of the video to check for understanding • When video is over talk about the steps to the plant life cycle with them • Show the students the four circles that are going to go on their crowns that show the steps to the plant cycle • Hand out their materials 	
Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences,) <ul style="list-style-type: none"> • Give the students the four circles first and have them color and cut the circles out • Once they are done, we will go over the cycle as we are gluing the circles to the crown • Ask them questions about each step of the cycle. • Go through the steps to assemble the crown with the students • Ask the students different related to questions to what they know about the plant cycle. 	
Review (wrap up and review of learning): <ul style="list-style-type: none"> • What are the steps to plant life cycle? • What do plants need to grow? • Now you have a crown to help you remember the steps to the plant life cycle. 	
Formative Assessment: (linked to objectives) Watching the students engage and answering the questions I ask when talking about the plant life cycle. Seeing if they remember what the steps are, what plants need to grow, and how plants can be different.	

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Reflection:

This lesson was all about the plant life cycle. I played a song for the students to listen to and then we made little hats that showed the steps to the plant cycle. This lesson went well because I used good classroom management. The students followed directions as I gave them, and they all got to make their plant life cycle hats. One thing I might change is the video that I show the students. I thought the song I found about the plant life cycle was good because it was engaging, upbeat, and the students could get up and dance to the song. Only a couple of the students enjoyed the song that I played, a lot of them seemed bored with it. How I adapted this lesson was the amount of time the students had to color. The students didn't have time to color of their hats so they had to put them away and then they could finish them at free choice. This was a good option because then the students weren't feeling rushed when finishing their hats. I think the students learned the steps to the plant life cycle. When we were putting together the hat the students were able to show me which piece went where and explain the picture to me. I learned that it is okay to let students finish activities later if you are running out of time. The students were okay with that option because the ones that cared and liked coloring got to finish but the ones that didn't can they didn't have to finish.